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ABSTRACT

Marcy Open School has developed an educational reality where students are given freedom to be creative within a structured curriculum. Reflective of this philosophy are the three priority goals developed by Marcy staff and parents which are: (1) We want girls and boys to speak, listen, write, read, and deal with mathematical concepts effectively and confidently and in order for them to gain proficiency and enjoyment, these skills should be practiced widely as the child pursues his interests and seeks answers to his problems in school and out; (2) We expect that children will take more responsibility for their own learning in all areas--social, academic, and physical; and (3) We hope that children will increase their understanding of their individual rights and the rights of others. In order to accomplish these objectives, effort has been made to create a facilitative learning environment, which includes specially designed spaces with a variety of materials and activities and exploration of community resources. Adult-child interactions are stressed. Quantitative information on student academic achievement is based on standardized tests and qualitative information on participant evaluation. Although Marcy has succeeded in a fully integrated curriculum, questions have been raised on whether such integration is always desirable. (BJG)

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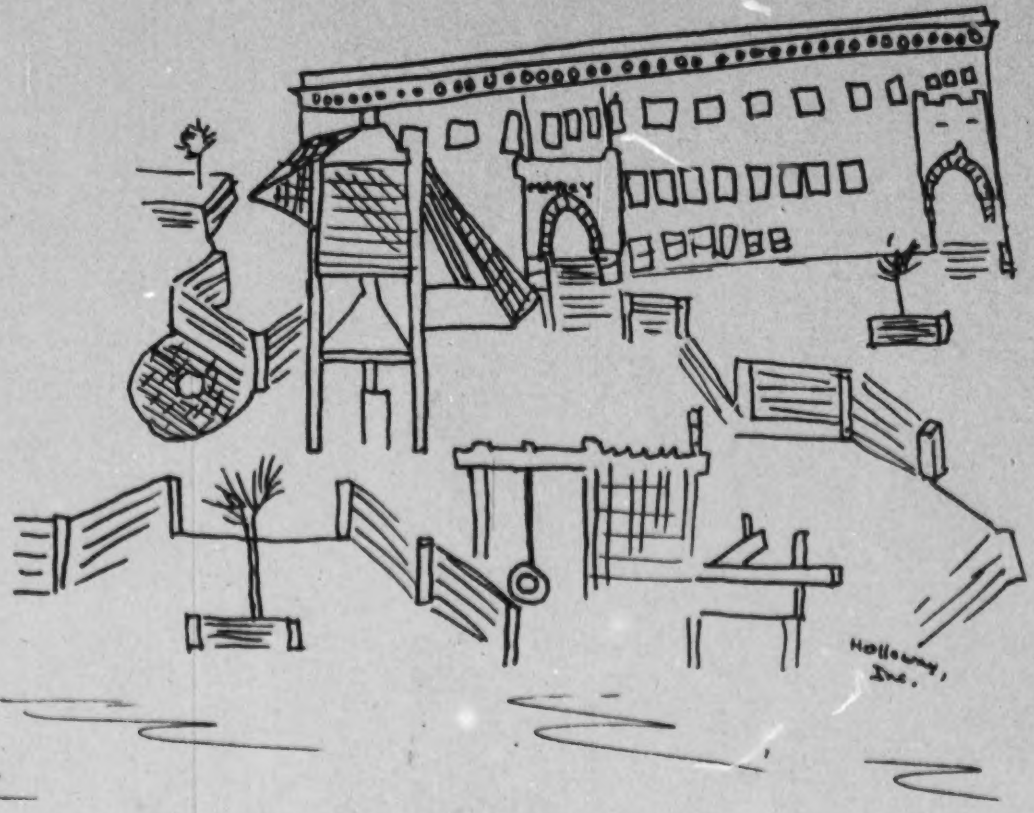
MARCY OPEN SCHOOL



1973-1974 GOAL EVALUATION

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MARCY OPEN SCHOOL

1973 - 1974 GOAL EVALUATION

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This is a Southeast Alternatives Level I internal evaluation document, prepared as part of the Marcy Open School Evaluation effort.

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BACKGROUND INFORMATION ON SOUTHEAST ALTERNATIVES

June, 1974

The Experimental Schools Program (ESP), a plan testing comprehensive change in education, was initiated in 1971 with the intent to bridge the gap from research and experimentation to practice.

The experimental schools concept became a reality when Congress appropriated $12 million for the fiscal year 1971 following President Nixon's message on education reform, March 30, 1970. The program was first sponsored by the United States Office of Education and now is directed by the National Institute of Education (NIE).

The Minneapolis Public School District was one of eight school districts throughout the nation that received $10,000 planning grants to prepare a proposal for a single comprehensive K-12 project. In May, 1971 three of the eight districts, Minneapolis Public Schools, Berkeley Unified School District of Berkeley, California and Franklin Pierce School District of Tacoma, Washington, were selected as experimental school sites. There are 18 experimental school sites as of 1973.

Southeast Alternatives, the name given to the Minneapolis Public Schools' Experimental School Project, was funded for five years. On June 1, 1971, a 27-month operation grant of $3,580,877 was made to the school district. A final 33-month contract for $3,036,722 was approved by the National Institute of Education (NIE) on May 22, 1973.

Major factors in the selection of southeast Minneapolis as the site for the Minneapolis program were its commitment to a comprehensive proposal, past record of responsible innovation, and plan for providing parent choice of alternative schools. The 2,200 K-12 students in the project include a racially and economically diverse urban population. Southeast Minneapolis, bounded by factories, flour mills, freeways, multiple dwellings, residential neighborhoods, shopping areas and railroads, also houses the main campus of the University of Minnesota, Minneapolis. Stately old homes, low income apartments and expensive condominiums are all located in the area. This misture of ages, occupations, interests, and life styles supports a diversity of views about the nature of public education which the five SEA alternative schools of parent choice reflect.

The central theme of Southeast Alternatives is to provide comprehensive change in the educational structure and programs for the better education of children. The change is accomplished by offering choices to students, teachers, and parents in the types of educational programs available, involving students, faculty and parents in educational decision-making processes and decentralizing the administrative structure of the school district to local schools.

At the elementary level four major alternative school programs are offered:

The Contemporary School at Tuttle utilizes the graded, primarily self-contained classroom structure. The basic skills of mathematics and language are developed through an individualized multi-text, multi-media approach. Students flow between their base rooms and a variety of learning centers to participate in learning activities throughout the entire school day.

The Continuous Progress primary at Pratt and the Continuous Progress intermediate at Motley allow each child to advance at his own pace without regard to grade level. Mornings are highly structured with language arts, math and social studies. Afternoons are used for two week interest groups designed and implemented by students, faculty and staff, parents and volunteers.

The Open School at Marcy offers flexible curriculum, scheduling and age grouping, with emphasis on helping children to learn to think, and to learn to make independent judgments.

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The Free School (K-12) has curriculum flexibility allowing the student to pursue areas he or she wishes to develop and experience with emphasis on making the curriculum relevant to present day issues and on enhancing students' skills, knowledge and inner autonomy for acting as free people in an environment of rapid, almost radical change. The Free School is particularly committed to recognize and oppose racist, sexist and class oppression in today's world.

At the secondary level the Free School program option is available as well as the flexible Marshall-University High School array of courses and activities. At Marshall-University High School each student with his parents' consent designs his or her education program within a trimester system of twelve week courses. In addition to single discipline courses there are multi-disciplinary courses, independent study opportunities, and a variety of off-campus learning programs in the community.

The transitional program for grades 7-8 at Marshall-University High School has been revised to offer choices to students coming from the elementary options. An ungraded Open Classroom and graded classes are available as well as A.L.E., the Adjusted Learning Environment for students with special needs. Teachers work in teams to offer a flexible program to meet the needs of students in the transitional years.

A Teacher Center has been established to provide teachers with an opportunity to receive substantial inservice training as well as to provide an avenue for preservice experiences. An Inservice Committee made up of teachers from the schools receives proposals and acts on them, thus providing a direct role for teachers in the staff development activities. The University of Minnesota and Minneapolis Public Schools jointly operate the Teacher Center which was first initiated with federal SEA funds.

Evaluation of the SEA project is both internal and external. The Level I internal evaluation team provides day-to-day responsive formative evaluation to program decision-makers including parents, administrators, faculty, staff and students.

The Level II Evaluation team is organized by the ARIES Corporation. This external team is known as the Minneapolis Evaluation Team (MET) and is accountable directly to N.I.E. The purpose of external evaluation is to independently collect information of a summative nature about SEA which will be of use to practicing educators who are in the process of designing, implementing or operating programs to improve education

II- A VALUE PERSPECTIVE[1]

Like Marcy Open School itself, this evaluation is, in many ways, not traditional. It has been consciously designed to include both process and product which are not only compatible with the school, but which in fact, represent many of the same values as those of the school. Participants in the school have placed strong value on; (a) personalized curriculum, (b) the experiential nature of learning, and (c) a holistic nature of learning. These are all intricately intertwined, and have meaning for the school and for the evaluation of the school:

MARCY OPEN SCHOOL:

Personalized Curriculum. Curriculum varies for each child as teaching extends from interests, needs and abilities of each child or group of children. The school personnel seeks to be aware of each child as an individual, and of potential relevant learning activities and materials. Decisions on the curriculum are made by the individual child, the teacher, and the parents.

Experiential Nature of Learning. The school seeks to have the children experience language rather than only to learn reading, to experience computation and relationships rather than only to learn about social studies. Participants in the school believe that experience is the best transmitter of knowledge. Further, the child is expected to interact with his environment - to have an effect upon it - to change it or to recognize ways in which he/she seeks to move toward change.

Holistic Nature of Learning. Major emphasis is placed on the interrelatedness of learning. Organizational structures, activities and materials are considered in terms of their multi-dimensionality of goals. Conscious attention is given to a child's feelings about himself and his world, how those relate to his relationship with others and how those relate to his interest and ability in learning. The staff seeks activities which allow the child to experience the relationships between language, computation and other disciplines, rather than departmentalizing them into separate content areas.

EVALUATION OF MARCY OPEN SCHOOL:

Personalized Evaluation. The determination of the success of the school will vary depending upon the values and perspectives of interested people. This evaluation presents statements of what was made available by the school and of what was accomplished by children in the school. Decisions as to the validity of the activities and as to the success of the school must be left to the individual reading the evaluation report, according to his own values and perspectives. Such decisions cannot generalize to other open schools, but relate only to this open school as an "individual" among many.

Experiential Nature of Evaluation. This evaluation attempts to provide an opportunity for the reader to experience the school and its children. It provides charts and figures, photographs, drawings, and the works of children and adults. Any such report can only be a vicarious representation of the school and its processes. It is presented as a report-in-process. Readers are invited to react to it and send it back for new descriptions or new data about which they are concerned. Its primary purpose is to have an effect upon the school as it reveals necessary areas for modification.

Holistic Evidence for Evaluation. Three of the school's goals for children have been chosen for special attention in this evaluation. They include a range of process, content and context typical of the goal statement as a whole. The evidence presented attempts to observe a natural order of events as they happen in the school with a minimum of distortion through departmentalization. Both objective figures and subjective judgments are included and are considered to be valid. The environment of the school and the activities and products of the children are viewed, as much as possible, in terms of their multi-dimensionality of effect.

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[1]Ruth Anne Aldrich, "A Value Perspective on Evaluation," Changing Schools, No. 009, pp. 6-8.

The general design of the Marcy School Evaluation is as follows:

A. Selection by school participants of priority goals.
B. Assessment by the evaluator of the environment of the school as it relates to those goals.
C. Assessment by the evaluator of children's responses to that environment.
D. Feedback of assessments to relevant decision-makers.

A. SELECTION OF PRIORITY GOALS

Throughout the first two years of Marcy Open School's existence, the staff and parents have identified and later revised a list of 17 goals for children. The Marcy Evaluation Committee, staff and Advisory Council have chosen three of those goals as being of highest priority for evaluation:

Goal 1: We want girls and boys to speak, listen, write, read and deal with mathematical concepts effectively and confidently. To gain proficiency and enjoyment, these skills should be practiced widely as the child pursues his interests and seeks answers to his problems in school and out.

Goal 2: We expect that children will take more responsibility for their own learning in all areas - social, academic, physical.

Goal 3: We hope that children will increase their understanding of their individual rights and the rights of others.

B. ASSESSMENT OF THE SCHOOL ENVIRONMENT

The Marcy staff and Advisory Council have taken a stand recognizing their responsibility and accountability for the environment which they create for the goal areas. The desisions are the school's as to use of time and space, the materials and activities made available for children, and the nature of the interactions between adults and children.

A primary aspect of the evaluation of the school is an assessment of the environment in classrooms and interest centers via the following methods:

Use of time - Teacher questionnaire
Observation
Use of space - Mapping
Photography
Teacher questionnaire
Materials - Observation
Teacher questionnaire
Activities - Observation
Teacher questionnaire
Photography
Adult-Child Interactions - Children's Interview
Observation

C. ASSESSMENT OF CHILDREN'S RESPONSES

The staff and Advisory Council recognize the limitations of the school's potential effect on what children learn. By the end of sixth grade, children have spent only 7% of their lives in school. During that time families, peer groups and other societal circumstances have greatly influenced a child's learning. Though the school is limited in its influence on children's learning, and should not be held accountable for what each child learns, a part of its account-

[2]Ruth Anne Aldrich, "Innovative Evaluation of Education," Theory Into Practice, XIII, February, 1974, pp. 1-4.

ability for the environment described earlier is knowing how children are responding to that environment. An assessment of those responses is part of this evaluation report. A sample of 20% of the September, 1973, enrollment has been selected from among each age group (5-year-olds, 6-year-olds, etc.), from among children of racial minorities and of the racial majority, and from special education children. The following information is reported whenever it is available for those children:

Fall and spring daily activity records
Monthly or weekly activity records
Records of involvements and products from interest centers
Math, languaging and affective grids (Marcy-designed records)
Standardized test scores
Samples of writing
Photographs of art work
Selected statements from end-of-year reports to parents.

D. FEEDBACK TO DECISION-MAKERS

Generally, three types of reports have emerged from the information collected - reports to individual teachers, reports to staff and Advisory Council, report to the general public.

All information which is collected is given to the teachers involved, in either written or verbal form. Specific details are included, identifying children, activities, and time so that the information can be used in appropriate and meaningful ways for planning.

Two generalized reports have been presented to the Marcy staff and Marcy Advisory Council, one during December, 1973, and a second in May, 1974. These reports contained all information available - written in summarized form so that specific classrooms and children could not be identified. Specific meetings of the two groups were set aside for discussion of the reports and the implications for program of the information they contained. In addition, the reports were referred to at various times throughout the year as program-planning was in progress.

This report is designed so as to be reproduced in larger quantities and made available to all Marcy parents, to interested Minneapolis Public School personnel and to other interested educators. As described in the introduction to this report, it is designed to allow readers to experience, to interact, and to bring their own values to bear on whatever decisions may be relevant to their own roles.

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Data on the environment was collected on all classrooms and was given in a report to the Marcy staff and Advisory Council. This report of the environment includes information on a primary (ages 5-8) and an intermediate (ages 8-11) classroom, each selected randomly. The information is divided into five sections: A. General Description of Goal-Related Programs, B. Time, C. Space, D. Materials, E. Activities, and F. Adult-Child Interactions. Each section presents information on those elements as they relate to the three goals named in Section III.

A. GENERAL DESCRIPTION OF GOAL-RELATED PROGRAMS

Goal 1: We want girls and boys to speak, listen, write, read and deal with mathematical concepts effectively and confidently. The intent of Marcy's reading program is to provide children with a rich repertoire of "languaging" activities and to encourage them in directions that will help them develop their ability to understand and use increasingly sophisticated forms of speech and writing to express their feelings and ideas adequately, to stretch their imaginations, to state their ideas and opinions, to communicate information, to carry on logical processes, to fantasize and to play. Reading is not treated as a separate subject. Rather, it is considered to be a symbol system that children need to learn to use effectively if they are to communicate with and learn about the world around them.

Typically a child's first reading experiences at Marcy are with people reading to him as he sits nearby or on a lap looking at the book and "reading" along. He dictates stories about such things as drawings, pictures and experiences and if a need is evident, personalized phonics lessons are built around the child's own words and experiences. If and when the child is at an appropriate level in reading, the teacher's job becomes one of motivating the child to read for pleasure or information; of providing the time, space, materials and atmosphere conducive to reading. Specific skill materials and games, library books, and developmental readers are introduced as they are appropriate to the individual child's development.

The Marcy mathematics program is an individualized activity-oriented program. In the spring of 1971 the Marcy staff adopted a set of mathematics objectives for school-wide use. All of the materials available to teach or reinforce mathematical concepts are keyed to the objectives of the program. These include commercial materials, approximately 50 parent-designed mathematics games, and a variety of natural objects and measuring equipment.

Project activities attempt to involve mathematical concepts in ways that are meaningful to the child. For example, symmetry is studied within the context of pottery, Hammer Hall (industrial arts) and the playground. Computational skills are a must for children who participate in the production, advertising, selling and buying for the Marcy store.

The program also uses the Hewlett-Packard computer supported by the Minneapolis Public Schools. An interactive drill and practice program is used to monitor the progress of individual children in computational skill development. If a child has difficulty then appropriate instructional activities are designed for him. Older children learn to write programs in the BASIC language and use the computer to solve problems and to simulate activities such as landing on the moon.

Goal 2: We expect that children take more responsibility for their own learning in all areas social, academic, physical. Value is placed on internal rather than external motivations for learning. Thus, there is an attempt to structure the environment so that children can see the functional need or aesthetic

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benefits from learning something and can, in turn, take the responsibility onto themselves for learning. In order for this to be accomplished, children must have choices in what they do - an opportunity to make good choices and to reap the benefits, and an opportunity to make bad choices and to learn from them. The responsibility for those choices rests with the child. The teacher's role in this process will vary with the needs of the particular child.

Goal 3: We hope that children will increase their understanding of their individual rights and the rights of others. The goal is to consciously help children to be aware of their own and others' rights and how to maintain them. To this end they are included in the process of decision-making in establishing and maintaining classroom rules and procedures, and when individuals or groups come into conflict, in determining possible solutions and in implementing a favored solution.

B. TIME

Table 1 lists the approximate periods of time which all classrooms in the building spend in daily activities relating to children's experiences in goal areas. The times are approximate, and will vary with special activities. All activities within a category, e.g., all activities done by children during project time, will not necessarily relate to all the goal-areas checked in the table.

Table 1. Approximate daily and weekly time schedules of all Marcy classrooms.

	Goal 1						Goal 2	Goal 3
	Non-Verbal Expression	Speak	Listen	Write	Read	Math	Take Responsibility for Learning	Understand Their Rights & Rights of Others
Daily								
60 min. in circle meetings		x	x					x
120 min. in project time	x	x	x	x	x	x	x	x
90 min. in quiet time		x	x	x	x	x	x	x
15 min. at recess		x	x					x
30 min. at lunch								
15 min. adults reading to children			x		x			
Weekly								
60 min. in media center		x	x	x	x		x	x
60 min. in gym	x	x	x				x	x
30 min. with music	x		x				x	x
60 min. (optional in Hammer Hall)	x	x	x	x		x	x	x
60 min. (optional in pottery)	x	x	x			x	x	x

One primary teacher has described more fully the kinds of activities which occur in her room during these time periods and how she believes that they expose children to the experiences expressed in the goals:

> Circle Meetings - There are generally four group meetings during the day. During the morning meeting the children speak and listen to each other while sharing experiences or special possessions. They have practice in waiting their turn to initiate or respond, to be politely heard, to give and receive

compliments and to plan upcoming activities. Before dispersing for quiet time, the children sign up for special centers and indicate reading, writing and math activities they plan to pursue with consent or recommendations from the teacher.

The circle meeting after recess is for discussion of any problems that have occurred in the morning. These frequently involve the abuse of the rights of others and the discussion centers on feelings and alternative acceptable behaviors. Decisions for project time activities are stated, including those in special interest centers. Children are encouraged to follow-through on their plans and to be considerate of the space, equipment and noise-level needs of other activities in the room.

Prior to lunch is a time to evaluate work accomplished and to give consideration and direction for furthering progress. The circle meeting following lunch is primarily for practicing skills in question asking, summarizing, evaluating, observing and other thinking and process skills.

Quiet Time - The child takes the responsibility for following through with his plan and for seeking help when needed from peers or adults. The child chooses his reading and math material with guidance when he has difficulty selecting what is appropriate for his ability. Games requiring reading and/or math skills are acceptable choices for the child. Multiple choices are available for writing.

Project Time - Choices range from integrated projects (crayfish) and integrated activities (Monopoly) to art projects or games that have less integration of subject matter. Projects may involve a small group or a single individual and cover varying lengths of time. Skill help is given by peers or adults as needed. Quiet time activities may also occur during this time.

During October, 1973, spot observations of activities in two classrooms were conducted during quiet time. Activities and their relationship to Goals 1 and 3 are listed in Table 2. Such observations could not reveal any relationship to Goal 2. Links between activities indicate that children or groups of children were working together or side-by-side. The numbers in parenthesis indicate the number involved in an activity.

Table 2. Activities noted in Marcy classrooms during a spot observation of quiet time, October, 1973.

	Goal 1						Goal 3
	Non-verbal Expression	Speak	Listen	Write	Read	Math	Understand Their Rights & Rights of Others
Primary Classroom							
Math workbook (2)						x	x
Writing				x	x		x
Reading (2)					x		
Writing with teacher (3)		x	x	x	x		x
Reading					x		x
Math workbook (3)				x	x	x	
Random							x
Reading (2)					x		x
Writing				x	x		x
Math workbook					x	x	
Random							
Math with aide		x	x		x	x	x
Viewer machine					x		
Batteries (3)						x	
Intermediate Classroom							
Writing (2)				x	x		
Reading					x		
Math game (4)					x	x	
Writing				x	x		
Writing				x	x		
Reading					x		
Painting	x						x
Discussing surrealism of painting (2)		x	x				x
Discussing why a fight occurred (4)		x	x				x
Planning and writing for class newspaper (8)		x	x	x	x	x	x

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A DAY WITH PRIMARY CHILDREN

Quiet Time

Gym

Recess

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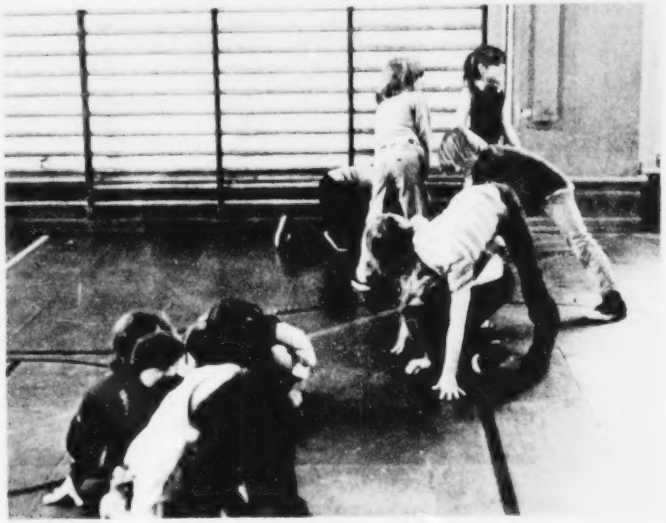
A DAY WITH PRIMARY CHILDREN

Pottery

Project Time

Creative Dramatics



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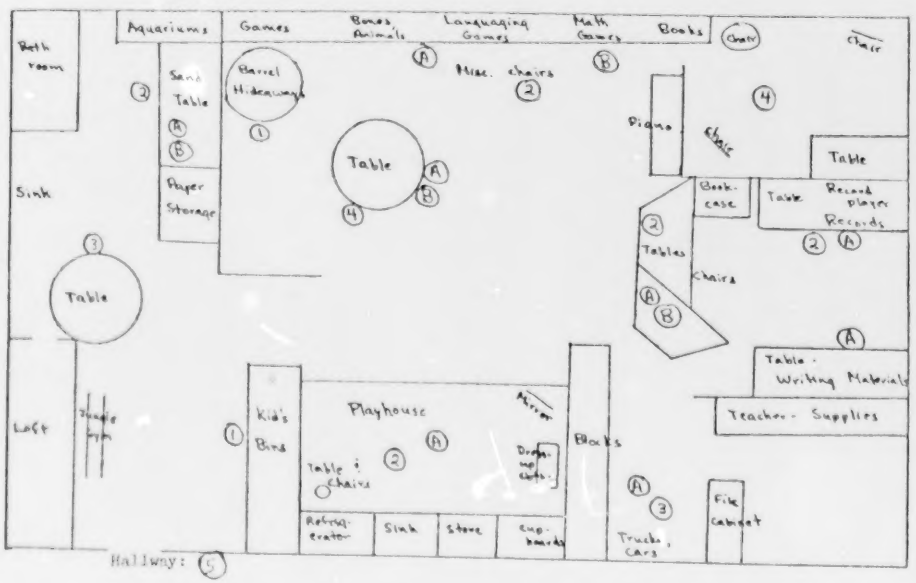
C. SPACE

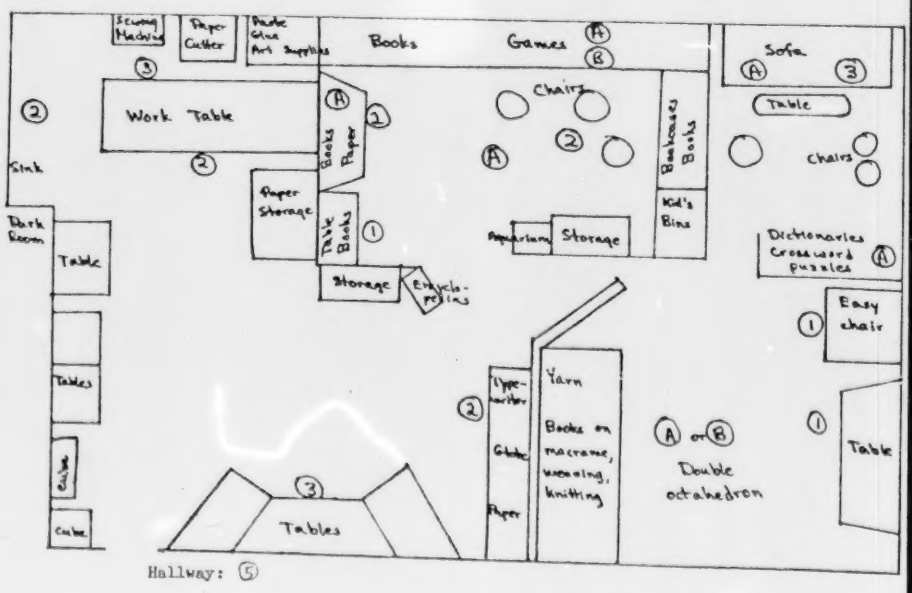
Classrooms and hallways throughout Marcy are arranged into various large and small areas separated by bookcases, tables and room dividers. The following maps illustrate two of the classroom arrangements and the materials located in each area of the room. The circled letters indicate a part of Goal 1 which that area is arranged to facilitate: A = languaging, B = math. Goal 2 (taking responsibility for own learning) and Goal 3 (understanding individual rights and rights of others) are not facilitated in any particular area of the room. The numbers on the maps indicate the number of children in that area of the room during a May, 1974, spot observation.

Primary Classroom:



In addition to the classroom itself, space in the hallway is sometimes used by children and adults. An additional small room in the basement is used for some small group activities with five-year-olds.

Intermediate Classroom



In the hallway outside of this classroom are three tables, two room dividers, a teacher's desk and file cabinet, and floor space which is often used for activities by teachers and children from the room.

Other spaces in the building are designed for encouraging growth in goal areas: Hammer Hall (industrial arts), music room, gymnasium, pottery room, multi-media and a small-group counseling room. The activities which take place in these spaces will be described in the activities section of this report.

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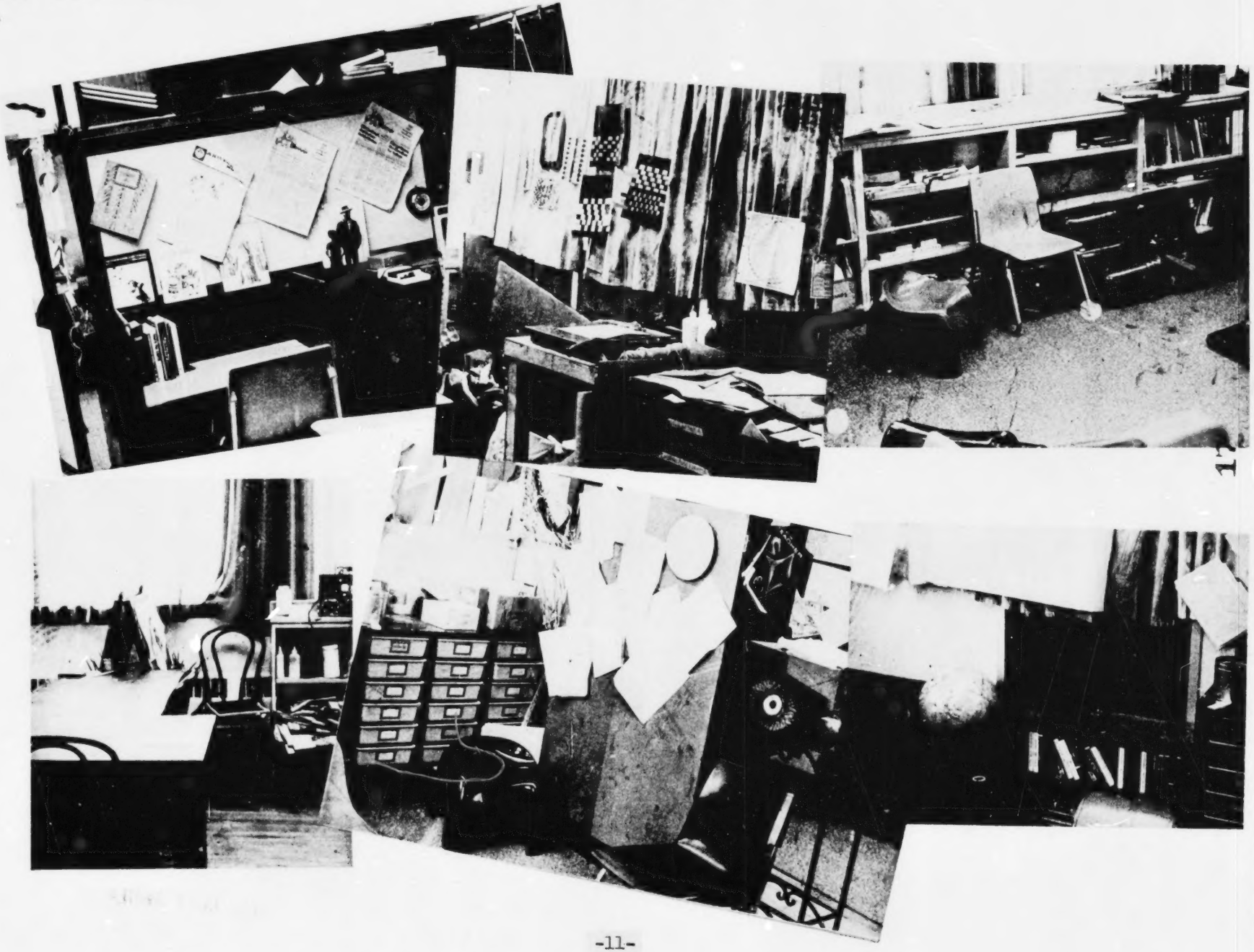
SPACES IN AN INTERMEDIATE ROOM



D. MATERIALS

Each room contains a variety of materials with which children may work. The primary and intermediate teachers were asked to list the languaging materials in their rooms during the week of April 1, 1974. Responses from the randomly selected primary and intermediate rooms were:

- Moffett Cards
- Books for writing
- Games
- Sand table
- Playhouse
- Tapes
- Records
- Books
- Flashcards
- Writing materials
- Puppetry
- Chalk board
- Art materials
- Basal readers
- Dictionaries
- Magazines
- Comics
- Handwriting charts
- Writing activity cards
- Workbooks
- Mini-pacs
- Typewriter
- Encyclopedias
- People
- Worksheets
- Newspapers

A playhouse area is found in every primary classroom and is considered by the staff to be an activity directly relating to languaging. In playhouse, children from a wide variety of backgrounds and experiences play together and communicate with each other. In this setting, words and ideas are imaginatively generated by role playing. Children take on another life-experience, another perspective, and another style of speaking. They must learn to communicate clearly with each other in order to share the experiences in the playhouse.

Teachers were also asked to list the math materials in their rooms during the same week. Responses by the same two teachers as above were:

- Blocks
- Mearsuring instruments
- Games
- String
- Paper
- Balance
- Flashcards
- Counters
- Sand
- Water
- Clock
- Workbooks
- Money
- Activity Cards
- Mini-pacs
- Worksheets
- Humidiguide
- Timer
- Attribute blocks
- Pattern blocks
- Geo-board
- SRA cards
- Geo-blocks
- Maps

The relationship of some of these materials to mathematical skills is shown in Table 3.

Table 3. Relationship of common materials to mathematical skills.

Materials	Activity	Mathematic Skill
Primary Room		
Sand Sand Table	Making piles of sand Making shapes in sand Building ant hills and ant building	Comparing Sorting Classifying Matching Counting
Intermediate Room		
Meter stick Metric trundle wheel Tape measure	Measuring lengths of boundaries of the Marcy playground Measuring M - my neck, head, arm, length, height, waist Measuring shapes with same perimeters but different areas.	Measurement skills Addition Ratio and proportion of scale drawing. Maximum and minimum problems

In addition to the materials in the classrooms at any given time, teachers and children have access to the math and reading bank. Located on the first floor of the building, the bank is maintained by math and reading specialists and contains commercial and volunteer-made books, games and other materials categorized according to skill-level.

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E. ACTIVITIES

Activities are available for Marcy Children in various settings and situations. For the purposes of this report, six types of activities will be described: 1. Classroom Activities, 2. Interest Centers, 3. Community Volunteer Program, 4. Community Day, 5. Special Education, 6. Counseling.

1. Classroom Activities - Classroom teachers are responsible for structuring activities in their rooms in response to the needs and interests of individual children and of the group. The responses of the sample pirmary and intermediate teachers concerning goal-related activities during one day in April, 1974 are listed below:

(a) languaging activities

Primary - creative dramatics, reading, writing, playhouse, puzzles, alphabet game, records, blocks, cutting pattern pictures, astronomy group, Star Trek.

Intermediate - reading, homonym-synonym worksheets, writing baseball stories, creating games, figuring and writng recipes and plans for camp, writing poems, map reading, discussing and reading about Finland, Probe, Silly Syntax, research on birds and coins, adult reading to group.

(b) math activities

Primary - cutting patterns, work in books, weighing, measuring, estimating, chess, Trouble, home-made games, color math, flashcards.

Intermediate - division, metric sheet, miles on Mexico trip, calculator, comparative pricing, Heads Up, Psychopaths, story problems relating to camping, geometry test, skull squeezers, timing flow of liquids, balancing chemical equations, baseball game.

(c) activities for taking responsibility for learning.

Primary - quiet time, club, space trip, painting, batiking, card-making, games, legoes, blocks.

Intermeidate - expectation that all are actively involved, daily record chart, recordkeeping folders, appropriately setting up centers, value clarification exercise, choosing and carrying through on involvements.

(d) activities for understanding individual rights and rights of others.

Primary - playhouse, games, playground, quiet during skills time, space limitations, small "problem" meetings.

Intermediate - group ratings on students entering reading meeting late, discussion of name-calling, continual awareness of voice-control, talking-through hurt feelings, putting materials away, determining fair way to sign up for gym, listening to others in meetings.

A primary goal of the school is integration of learning experiences. To this end, it is important to note the nature of the activities listed by the teachers in the categories (a) through (d) above. In all of these categories, the experiences include some very skill-oriented tasks as well as tasks which include many processes and subject areas. For example, languaging activities in the intermediate room include homonym-synonym worksheets as well as writing recipes and plans for camp.

The curriculum "tree" on the following page is a further illustration of the integration of curriculum valued at Marcy. The basic theme of the tree is Native Americans. Children in the room participated in any branches of the tree by choice and, in fact designed the branches themselves. The reader might look at this "tree" and relate the activities to the three goals being examined in this report.

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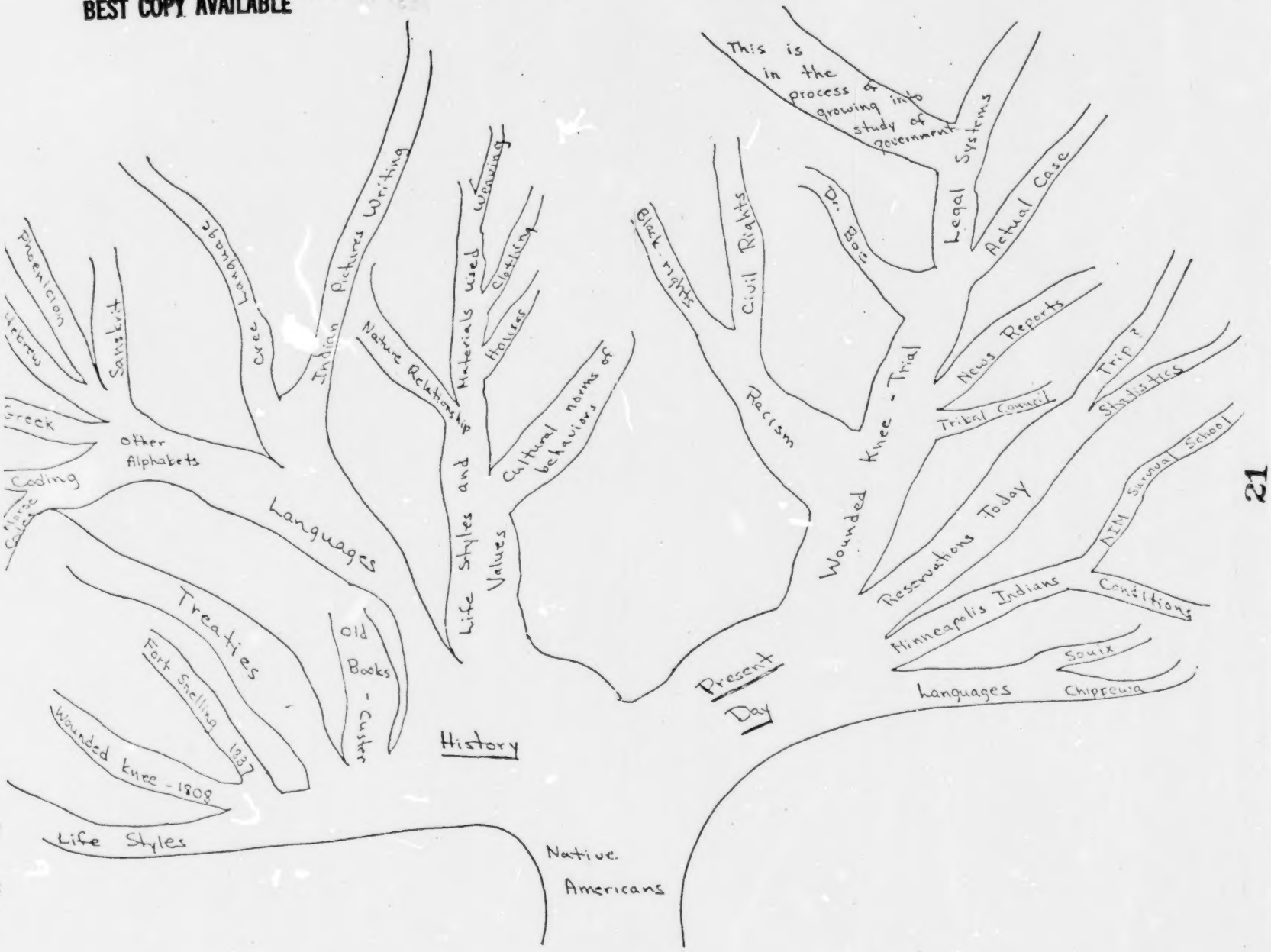

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2. Interest Centers - Five permanent interest centers are maintained in the building. The times when those are available are listed in Table 1. Table 4 lists the optional activities available to children in those centers during one typical week.

Table 4. Sample one-week options available to children in permanent interest centers.

Center	Activities
Music	Primary Integrated Arts Workshop Minnesota Orchestra - Strings Leprechaun Choir Superstars Intermediate Integrated Arts Workshop
Gym	Floor Hockey - intermediate children Gymnastics Basketball Floor Hockey - primary children Scooters Box Hockey Square Dancing Card Hockey Tumbling Bombardment
Hammer Hall	Woodworking - with a variety of hand and power tools Printing Molding plastic (rings, etc.)
Pottery	Work with clay - wheel, glazing and firing
Media Center	Library and media materials

A major premise of the school is that Goals 2 and 3 (responsibility for learning and understanding individual rights and rights of others) can best be facilitated by giving children choices. The choice-making is reflected in the organization of the centers, particularly the schedule implemented April 15, 1974. Children make choices concerning participation in interest-center activities. The role of the teacher in those choices has yet to be examined. The teachers' influence can be noticed as they suggest participation to children, in some cases as they require that a child go to a center at least once in order to be able to make a knowledgeable choice, as they do or do not provide for conflicting activities in the classroom, and as they ask for an accounting by the child of what he did during his time in a center.

3. Community Volunteer Program - In addition to the five permanent centers, numerous other activities take place over shorter periods of time, staffed by community volunteers. These may be in a particular classroom or available to any interested children throughout the school; they may be set up somewhere in the Marcy Building or somewhere in the community. Table 5 lists such activities for a sample week.

Table 5. One-week sample of short-range activities staffed by community volunteers.

Activity	# Marcy Classrooms with Participating children
Sewing	2
French 1, II, and III	4
WMMR - Station Tour	2
Sketching at Como Conservatory	1
Photography	4
Iranian New Year	1
West Bank Gallery	2
Trumpet	2
Chemistry	1
Ford Plant	2
Minneapolis Art Institute Drawing Class	2

The Community Resource Coordinator works with Marcy staff members to determine what short-range activities would be appropriately conducted by volunteers as well as, what longer-range volunteer help would contribute to classroom and interest-center curriculum. Volunteers are drawn from interested parents, University of Minnesota students, people from the general Southeast community and from Marshall-University High School Students.

In addition, opportunities are made available for Marcy students to work in the community, i.e. two mornings at a local nursery school, a morning at a radio station, art classes at the Mpls. Institute of Arts. Students often take responsibility themselves for arranging the details for such experiences.

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4. Community Day - In February, 1974, a pilot Community Day Program was implemented at Marcy. This program represents an intensification of the Community Volunteer Program and of the priority of the school to erase some of the walls between school and community.

The original proposal, written by a committee of staff and parents in the summer of 1973, lists two purposes of Community Day:

(1) to more fully integrate the school curriculum with people, places, and things in the community, and
(2) to provide teachers with a partial school day for planning and staff development.

Tuesday has been designated as Community Day when children from a number of classrooms, supervised by volunteers and school staff, make use of the community. Small groups of students meet with their teachers and with the Community Day Developer to identify areas of interest and ongoing study in the classroom.

It is primarily the task of the Community Day Developer to locate sites and resources where children can have an experience related to the identified areas and to set up whatever transportation, volunteers and resources which are necessary. In some classrooms, students were also active in arranging for the experiences.

Though the original proposal called for all classrooms to participate in Community Day every week, the pilot program showed that this was impossible to arrange. Generally three or four classrooms can be accomodated on any given week.

Tables 6 and 7 list the activities in which primary and intermediate children from the randomly selected primary and intermediate rooms participated during one Community Day in May, 1974:

Table 6. Involvement of a primary classroom in Community Day on May 14, 1974.

Activity	# of Children	Site
Para-medics	4	St. Paul Fire Department
Pop	2	7-Up Company
Rocks	4	University of Minnesota, Geology Dept.
Cars	2	Midland Co-op Gas Station
Architects	4	R. Rapson & Associates, Architects
Magic	5	Eagle Magic Store
Space	2	University of Minnesota, Astronomy Dept.
Watergate	2	Ron Schurin, 57th DFL District
Firemen	4	University Firehouse

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Table 7. Involvements of an intermediate classroom in Community Day on May 14, 1974

Activity	# of Children	Site
Lightning	5	Lightning & Transient Phoenomena Inst.
Animal Care & Skeletons	6	University of Minnesota
Butterfly Collecting	3	University of Minnesota, Entomology Dept.
Coins and Stamps	5	Downtown Mpls. Coin Stores
Fishing	8	Cedar Lake
Sports	2	Met Stadium

More detailed information on the integration of Community Day activities into the ongoing activities in classrooms and on the planning and staff development of teachers during the freed time, see the separate evaluation report, "Marcy Open School Community Day Program Report," available from SEA Internal Evaluation.

5. Special Education - Specialized activities are made available for children who are diagnosed as having a learning disability, or as being mentally retarded. The two special education teachers work approximately one hour per day with each of 28 children involved. The children are first identified through teacher referral which includes information on academic, conceptual, perceptual and social characteristics. They are then tested with the Peabody Individual Achievement Test, Jastak Wide Range Achievement Testing, and two tests designed by the special education teachers - Individual Word Analysis Survey and Marcy Math. The recommendations of the special education teachers are then taken to the Pupil Personnel Support team for decision on placement in the program.

Children identified as having a learning disability or as being mentally retarded are "mainstreamed" and spend most of their day participating in the normal activities in a regular classroom.

In addition, for approximately one hour per day, the children meet in groups of one to four children with the special education teachers for special activities in math, reading language development and social skills. By April, 1974, some of the children no longer required special help in math, so they were doing that work in their regular classrooms, sometimes utilizing additional materials provided by the special education teachers.

In the spring, all participating children are re-tested and informally observed, and the information gathered is referred back to the Pupil Personnel Support team to determine whether they will remain in the program the following fall.

6. Counseling - the counseling program at Marcy is designed to service not only children, but also parents and school staff. To this end, the counselor's main efforts have been directed toward implementing a developmental approach, introducing guidance-based curricula into the classroom, teaching counseling and guidance skills to staff and refining the role of the Pupil Personnel Team. The Pupil Personnel Team consists of specialists, including the counselor, social worker, psychologist, principal, nurse, special education and any other appropriate classroom teacher, working together as a team in order to provide maximum support and aid to teachers, students and parents.

The counselor also maintains guidance groups of eight to ten students and facilitates small group counseling. Guidance groups are formed from a random selection of children and participate in activities designed to facilitate growth in social skills.

Counseling groups evolve around some difficulty of a particular child or group of children. These might include poor self-image, poor attitude toward school, poor social interaction skills, etc. Groups are formed to include children who are doing well in those areas to serve as models. The groups meet in approximately two sessions per week and include interaction activities that will correlate with the specific objective of the group.

Groups continue until interest of the children wanes or until indications of growth are visible.

F. ADULT-CHILD INTERACTIONS

A major aspect of the environment of the school is the interaction which takes place. In keeping with the s school's acknowledged responsibility for the environment which is created, major consideration should be given to the appropriateness and effectiveness of the interactions between adults and children. Direct study of those interactions was attempted by the evaluator who concluded that the enormity of the task is beyond the scope of the evaluation task during this school year. A wealth of information is waiting to be tapped as the staff activity attempts to structure relationships of reciprocity between adults and children, breaking down traditional concepts of adults as givers - of knowledge, of comfort, of guidance, of values - and children as receivers of the same. Major time will be allocated during the 1974-1975 school year to relating the existing interactions with verbal/nonverbal communication, child development, and other concepts.

Implementation of a children's interview with approximately 20% of the student population has, however, provided an indirect picture of at least one aspect of the adult-child interactions - communication of teacher expectations of appropriateness of activities. A portion of the interview involved asking children about what they can do during the various parts of their school day, through the following kinds of questions:

What kinds of things happen during the first meeting of the day?
What can you do after that meeting? What else could you do if you wanted to? What else could you do? etc., etc.
What kinds of things can you do for reading? What else?.....
What kinds of things can you do for math?.....

The attempt was to prove as far as possible what all the child saw as options during the day.

The same questions were also asked of the teachers to reveal their perceptions of the day. In addition, information as to what the children actually did throughout the day was available from classroom observations conducted three to four weeks earlier. Thus, a three-fold picture can be drawn from each classroom:

1. The teacher's perception of the day,
2. The children's verbal perceptions of the day, and
3. The same children's actual behavior during a day.

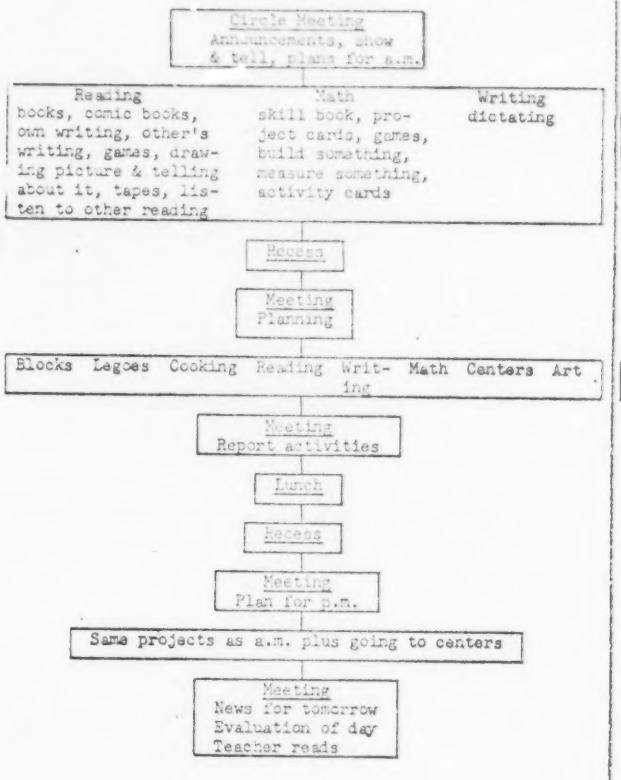
The information from all ten classrooms in Marcy is available in a separate report, "Children's Perceptions of Choice and Contribution to the Environment - Marcy Open School", available from SEA Internal Evaluation. Information from the random sample of two classrooms is included in this report.

In examining the following two charts, the reader might bear in mind the following:

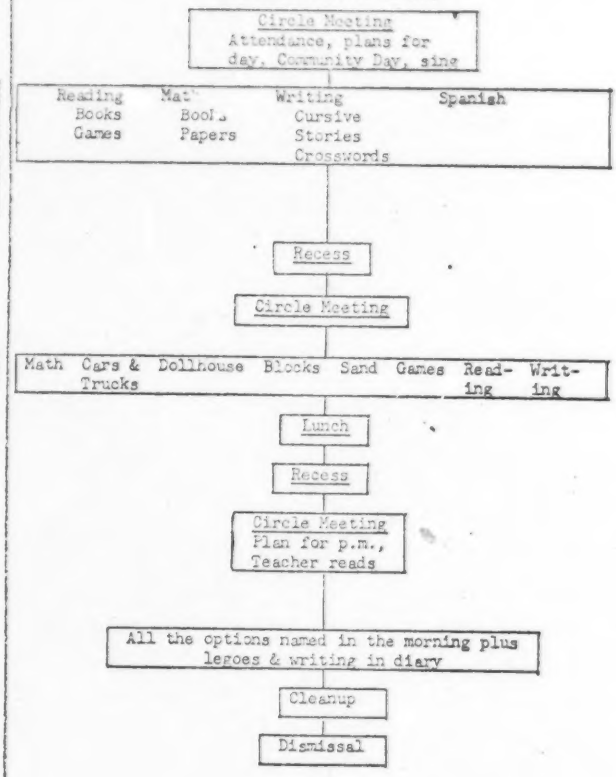
1. Level of consistency between children's verbal perceptions and actual behavior,
2. Consistency between children's perceptions and the teacher's perceptions, both in terms of categories and in terms of the variety of activities under those categories, and
3. Variation of degree of structure in classrooms.

PRIMARY ROOM

TEACHER'S PERCEPTION OF DAY



CHILDREN'S PERCEPTION OF DAY
(5 children interviewed)



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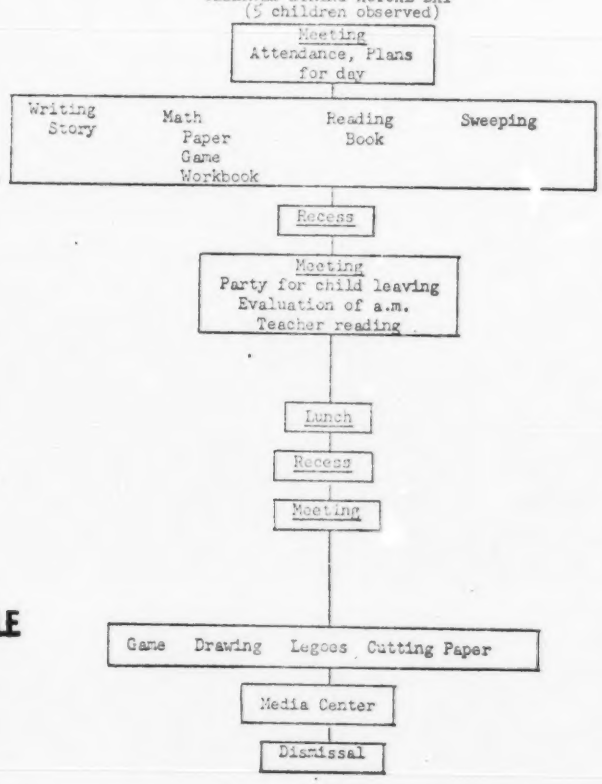
ACTIVITIES OF CHILDREN INTERVIEWED
OBSERVED DURING ACTUAL DAY
(5 children observed)



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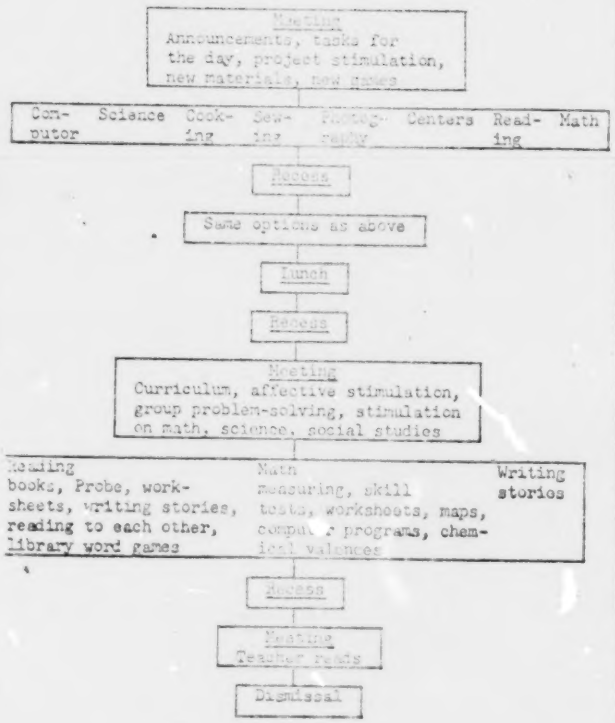
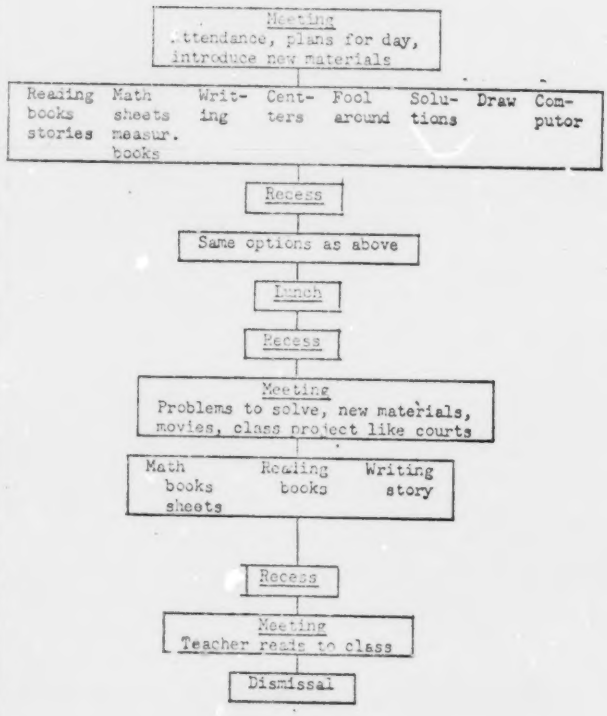
INTERMEDIATE ROOM

TEACHER'S PERCEPTION OF DAY



CHILDREN'S PERCEPTION OF DAY
(5 children interviewed)



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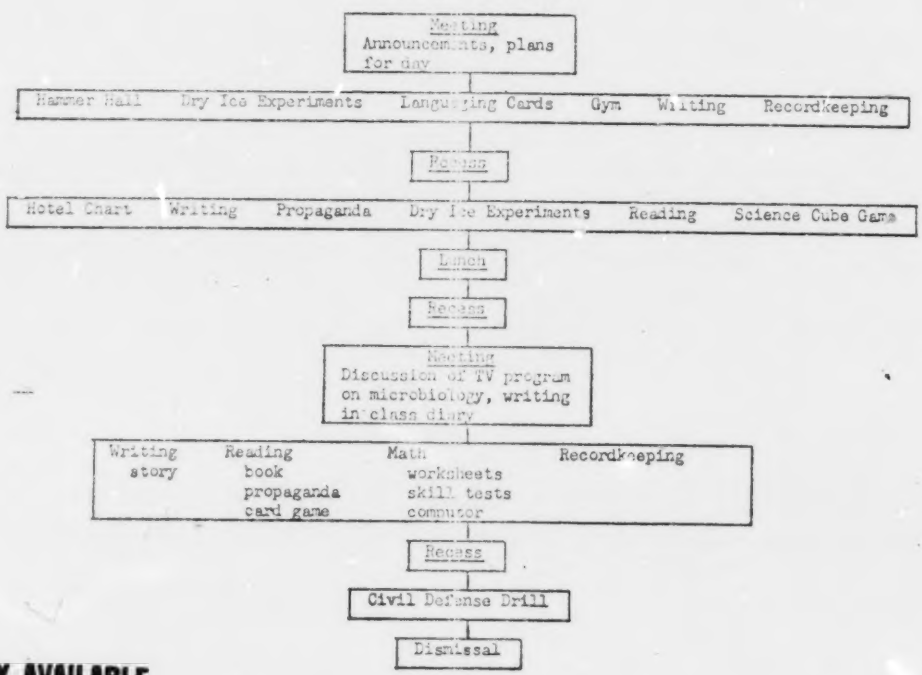
INTERMEDIATE ROOM

ACTIVITIES OF CHILDREN INTERVIEWED
OBSERVED DURING ACTUAL DAY
(5 children observed)



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The second half of the interview relates to Goal 2 - children taking responsibility for their own learning. The purpose was not to determine whether children do take responsibility, but to determine whether children perceive that the environment of the school is such that it is possible for them to take responsibility.

To this end, the questions were aimed at determining how the child perceives:

1. his/her own contribution to the classroom environment,
2. the contribution of the teacher to the classroom environment,
3. the contribution of peers to the classroom environment.

Some of the questions in this section of the children's interview were developed by Nancy Miller, Center for Teaching and Learning, University of North Dakota, January, 1973.

Other questions which seemed relevant to the Marcy program were written, pretested, and included in the interview.

Children's responses for each of the three categories of questions were coded as follows:

1 = firm negative contribution to environment
2 = uncertain contribution to environment
3 = firm positive contribution to environment

The average for the ten Marcy classrooms are listed in Table 8:

Table 8. Children's perceptions of the contribution of the child, the teacher, and of peers to the classroom environment.

Classroom	Number Interviewed	Contribution of Child	Contribution of Teacher	Contribution of Peers
Primary				
A	5	2.4	2.4	1.7
B	6	2.9	2.1	2.1
C	5	2.5	2.1	1.6
D	5	2.4	2.1	2.0
E	6	2.6	2.4	2.0
F	7	2.4	2.4	2.2
Intermediate				
A	5	2.7	2.3	2.4
B	6	2.8	2.7	2.0
C	9	2.4	2.6	2.1
D	5	2.6	2.3	1.7

More complete information on these interviews is available in the separate report described on page 19.

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A. INTRODUCTION

As described in Section III of this report, the school recognizes its responsibility for knowing how children are responding to the environment of the school. Given the goals of the school, for example, it is important to know if children are choosing to spend time reading and listening to others read, if they are choosing activities which involve math skills, and whether they are being responsible in choosing a range of activities toward a personal goal.

One of the time-consuming tasks of the staff has been to design various types of recordkeeping to help them know these things about each child. Skill grids in languaging, mathematics and affective areas are standard throughout the school and are completed for each child two times a year. In addition, individual classroom teachers and interest center personnel have designed other records of daily, weekly, and monthly activities with which they are comfortable working. They also keep samples of children's writing, art work and interest center products that they may be aware of progress.

This section of the evaluation report will describe the involvements of a sample of Marcy children. A 20% sample was drawn in September, 1973. Included in that sample are twenty children who had been randomly chosen for documentation for school year 1972-1973 (See "Marcy Open School, 1972-1973 Documentation"). In addition, the sampling procedures sought a proportional representation of children by age, sex, minority/majority and special education. Children in the sample also come from all classrooms in the school and from the various geographic areas of SEA in particular and the city as a whole which send to Marcy.

The sample is described in Table 9.

Table 9. Characteristics of Sample of Children

Age	# in Sample	Marcy Families					# Minority	# Sp. Ed	Geog. Area			
		I	II	III	IV	V			Marcy	Tuttle	P/N	City Trans.
5	12	3	2	1	2	4	1	0	2	5	1	4
6	8	2	2	2	1	1	1	0	4	2	2	0
7	7	0	2	2	2	1	2	0	2	0	2	3
8	9	0	1	1	3	4	1	2	4	3	0	2
9	9	2	3	3	1	Classroom Partner	1	0	3	1	5	0
10	6	2	2	1	3		0	2	1	5	0	2
11	8	2	4	0	2		1	1	1	5	0	2
Totals	61	11	16	10	14	10	7	5	17	21	10	13

This report attempts to summarize the volume of information which is available on these children. Sections B and C present detailed information on all six and ten year olds in the sample, including:

Goal-relatedness of activities during one day in October, and one day in April. The criterion used to determine relatedness of an activity to Gaol 2 is whether the child is working without direct supervision of an adult or whether the child chose to do the activity. Relatedness to Goal 3 is indicated if the activity involves two or more people working together and thus having to adjust to each other's needs, wants and rights. Meetings are related to Goals 2 and 3 on the basis of their content.

Participation in Hammer Hall, gym, music, and media are reported as that information is available. No records are available for pottery. It should be stressed that these interest-center records relate only to involvement of children during "option" time, and do not include activities when a entire classroom may participate as a unit. At best, these records are sketchy, but they do provide some sense of involvement.

Classroom records are maintained by many of the teachers, either on a monthly or a weekly basis. A sample of such records is included when available.

Special programs basically includes three categories of experiences - special education, counseling, and an intermediate tutoring program staffed by trained volunteers.

Languaging and math grids are Marcy designed records which are completed for each child two or three times each year. Samples of the grids can be found in the Appendix. The number of skills mastered or used frequently in each of the grid categories is graphed - both for school year '72-'73 and school year '73-'74. The number in parenthesis and the divisions on the bar indicate the number of skills in each category. Hence, the shaded portion of the bar indicates the proportion of skills mastered.

The affective grid is also a Marcy designed record. It is a highly subjective instrument so that it is impossible to make comparisons across different raters. Thus, the graphs contain comparisons for the ratings in November and in April. Teachers did not have access to the November, 1973 grids at the time that they completed the April, 1974 grids.

Standardized test scores are included for those tests taken by the child since enrollment in Marcy Open School.

Excerpts from end-of-the-year reports to parents are included as available. Most of these reports include input from both the child, the teacher, and other adults who work regularly in the room.

A small number of photographs of art work and writing complete the sections on six and ten year olds.

Section D contains quantitative summaries of the same information for all age-groups.

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B. SIX-YEAR-OLDS

1. _____, a six year-old girls, who has been in the open program for two years.

Goal-relatedness of activities during one day in October, and one day in April.

	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Writing book				x	x		x	
Pottery	x	x	x			x	x	x
Clean-up			x				x	x
Writng with aide		x		x				
Letter game		x	x	x				
Twister		x	x		x		x	x
Drawing mural (5)	x	x	x				x	x
Meeting		x	x				x	x
April - Planning for day (9)		x	x	x			x	x
Drawing	x						x	
Recess		x	x					x
Jungle Gym	x							
Combing Wigs (2)		x	x				x	x
Clean-up		x	x				x	x
Drawing & cutting (3)	x	x	x			x		x
Painting mural	x			x			x	
Media Center		x	x		x			x

Hammer Hall products (Jan. - April):
- Doll Furniture
- Cart
- Plastic Ring

Gym participation (3 weeks in March):
- Gymnastics
- Square Dancing

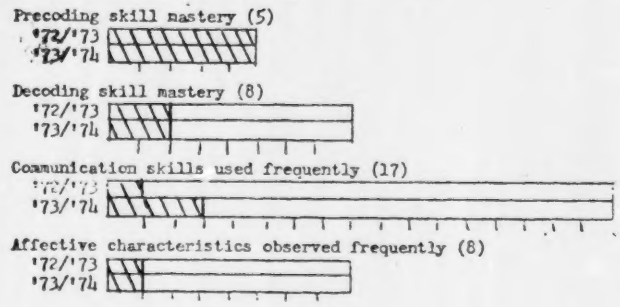
Music participation (Jan. - April):
- Recorder
- Xylophone

Books from library (1 week in March):
- Happy Birthday Around the World

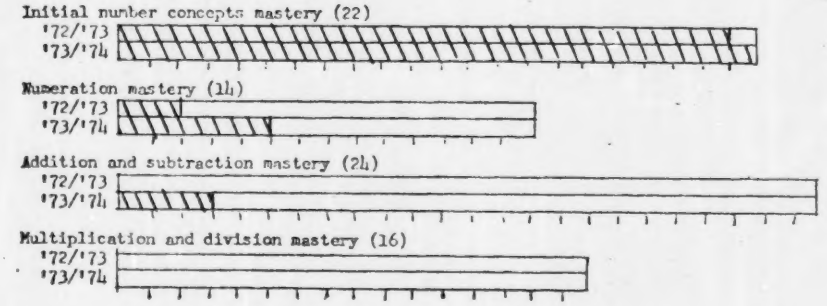
Special programs: None

Classroom records (1 week in March):
- The Foot Book, Bears on Wheels, Silly Goose, Moffett books, Writing 2 pp., Math 2 pp., Password, Gym, Library, Pottery, Cooked Fudge

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	0	3	13
April, 1974	0	3	13

Standardized Tests

Metropolitan Reading Readiness: 70%ile

Excerpts from end-of-year reports to parents:

Child comments: My favorite project was the beauty shop. I learned to play bingo. Marcy is fun.

Teacher comments: Areas of growth-social relationships, reading, self-confidence, doing exceptionally well in math. Areas to encourage - writing, and reading her own stories, persistence.

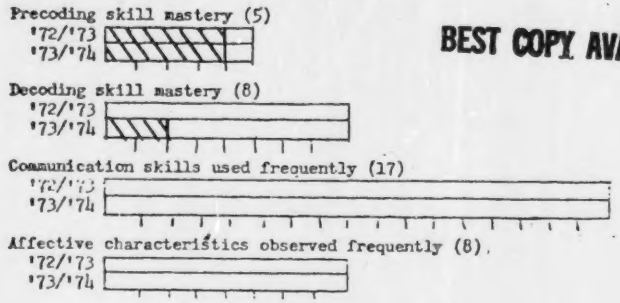
2. _____ six year-old boy, who has been in the open school for two years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Coloring	x							
Puppets (2)	x	x	x					x
Meeting		x	x					x
Coloring	x							
Jungle Gym (2)	x							x
Language wkbk				x	x		x	
Playground cleanup							x	x
Meeting		x	x				x	x
April - Meeting		x	x				x	x
Measuring (3)		x	x			x	x	x
Stratego (3)		x	x			x	x	x
Clean-up		x	x				x	x
Drawing (2)	x						x	x
Coloring (2)	x							x
Meeting		x	x					x
Clock Wksht.				x		x	x	
Math wkbk				x	x	x	x	
Meeting		x	x					x
Civil Defense Drill			x					x

Hammer Hall products: None
Gym participation (3 weeks in March):
Floor hockey, two times
Music participation (Jan. - April):
None
Books from library (1 week in March):
None
Special programs: None
Classroom weekly or monthly records:
None

Languaging Grid (see Appendix A)



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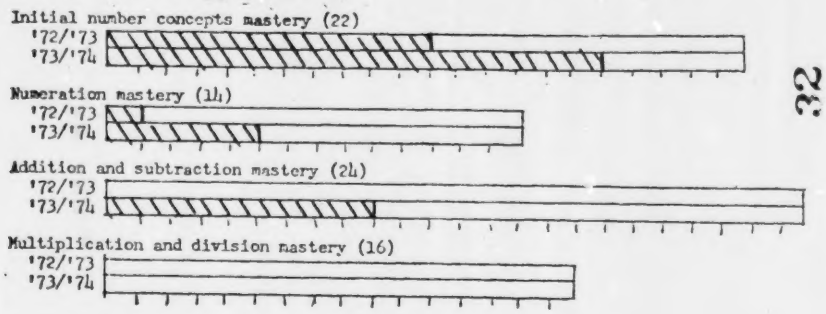
Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	2	6	8
April, 1974		1	15

Standardized Tests

Metropolitan Reading Readiness: 93%ile

Excerpts from end-of-year report to parents:

Child comments: I like taking care of gerbils, like to go to pottery, and learning to read and do math.

Teacher comments: Learned a lot about reading and math and made a lot of friends. Areas to encourage = reading, writing, and spelling.

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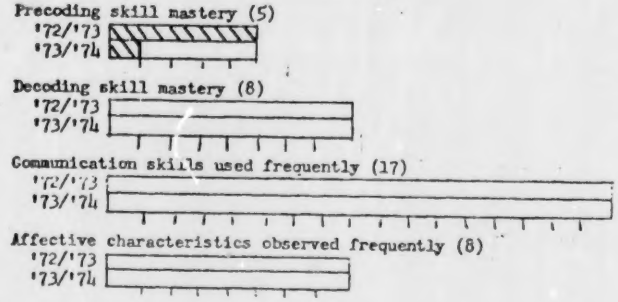
3. _____, six year-old girl, who has been at Marcy Open School for two years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

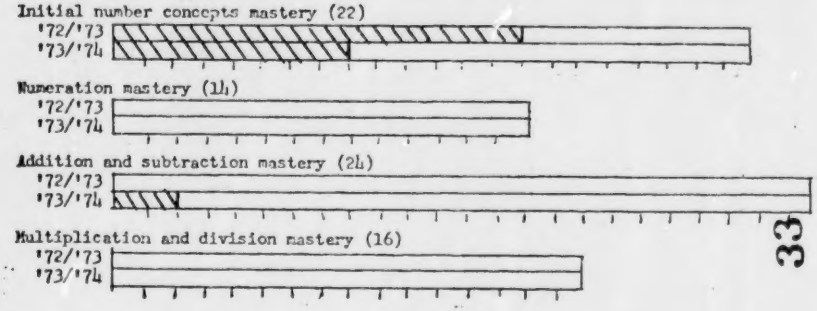
	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting	x	x	x				x	x
Jungle Gym (2)	x							x
Aquarium							x	
Blockhead (2)							x	x
Meeting			x				x	x
Random Play (2)								
Language wkbk.		x	x	x	x		x	
Playground clean-up							x	x
Meeting			x				x	x
April - Making picture book (2)	x			x	x		x	x
Clean-up							x	x
Sorting (3)		x	x			x	x	x
Weighing (3)		x	x	x		x		x
Meeting		x	x					x
Math wkbk (2)				x	x	x	x	x
Math (4)		x	x	x		x	x	x
Reading (2)			x		x		x	x
Random Meeting		x	x				x	x
Civil Defense Drill			x					x

Hammer Hall products: None
Gym participation (3 weeks in March):
None
Music participation (Jan. - April):
None
Special programs: None
Classroom weekly or monthly records:
None

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	13	1	2
April, 1974	13	2	1

Standardized Tests

Metropolitan Reading Readiness: 81%ile

Excerpts from end-of-year report to parents:

Child comments: I liked making eye books, playing games with people, and learning about people's insides.

Teacher comments: Areas of growth = writing, math, painting, and getting along better. Areas to encourage = drawing and better math.

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4. _____, a six year-old boy, who has been at Marcy Open School for two years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Absent								
April - peg game (3)		x	x			x	x	x
Peg game (5)		x	x			x	x	x
Random					x		x	
Reading				x	x	x	x	
Math wkbk		x	x	x	x	x	x	x
Math (3)								
Arranging Furniture	x					x		x
Math wkbk				x	x	x	x	

Hammer Hall products (Jan. - April):
- Airplane
- Airplane
- Airplane
- Phaser
- Phaser
- Airplane

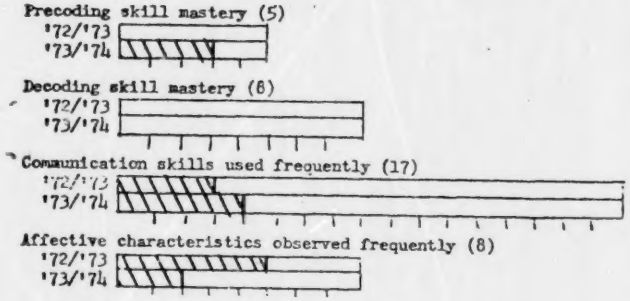
Gym participation (3 weeks in March):
- Bowling
- Square dancing

Music participation (Jan. - April):
- None

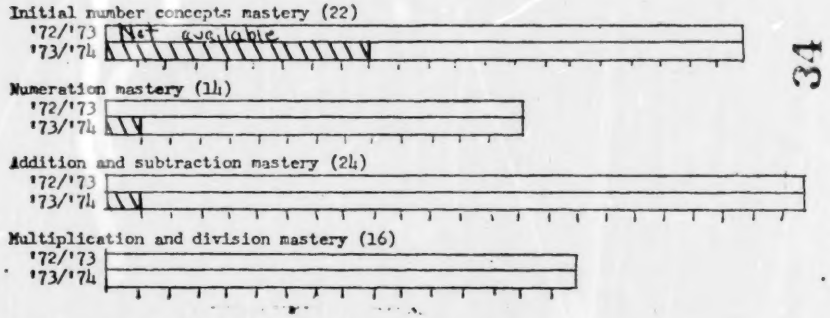
Books from library (1 week in March):
- None

Special programs:
- Small-group counseling (three sessions or more)

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	10	1	4
April, 1974	2	8	6

Standardized Tests
- Metropolitan Reading Readiness: 82%ile

Excerpts from end-of-year report to parents:
- Not available

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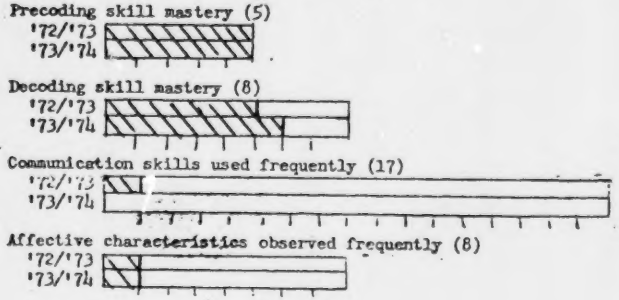
5. _____, a six year-old boy, who has been in Marcy Open School for two years.

Goal-relatedness of activities during one day in October, 1973 and one day in April, 1974.

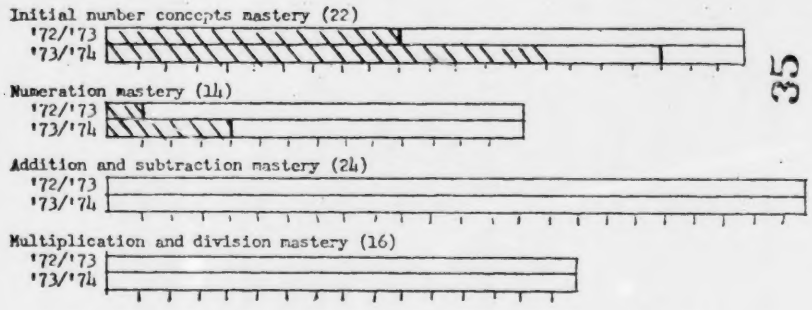
	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Reading					x			
Meeting			x				x	x
Taking apart camera						x	x	
Clean-up		x	x				x	x
Meeting			x					x
Floor hockey	x						x	x
Pythagoras patterns					x	x		
Reading					x			
April - Meeting		x	x				x	x
Hamsters (2)	x							x
Writing				x	x			
Word game					x		x	
Meeting		x	x					x
Party		x	x					x
Listening to Reading			x					x
Drawing	x						x	
Lego (2)	x					x	x	x
Cutting paper	x							
Media		x	x		x			x

Hammer Hall products (Jan. - April):
None
Gym participation (3 weeks in March):
None
Music participation (Jan. - April):
None
Books from library (1 week in March):
None
Special programs:
Small-group counseling (three sessions or more)
Classroom records (1 week in March):
Plan book, reading, copy cat, drawing, typing, printing, reading, Chocolate Factory, Spanish, cartoons, outer space.

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



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Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	11	1	4
April, 1974	5	5	5

Standardized Tests
Metropolitan Reading Readiness: 70%ile
Excerpts from end-of-year report to parents:
Child comments: Special highlights = doing math, going to pottery and gym, and drawing.
Teacher comments: Special growth in reading, math and writing. Special interest in drawing. Is an independent decision-maker. Areas to encourage = help in gaining socializing skills, speaking skills.

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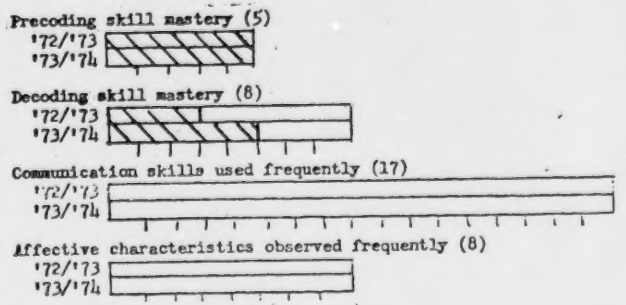
6. _____, a six year-old girl, who has been in the open school for two years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

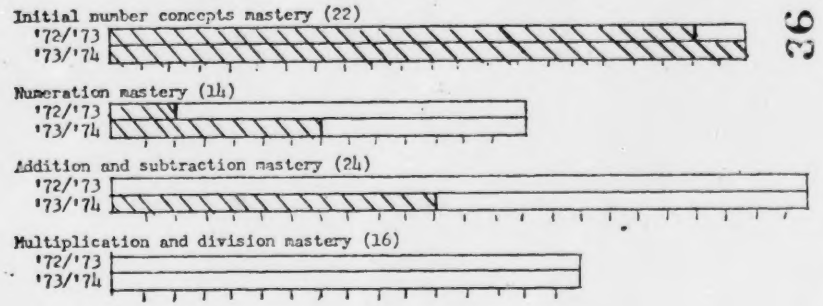
	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x	x				x
Reading					x		x	
Meeting			x					x
Drawing	x						x	
Meeting		x	x				x	x
Gym-floor hockey	x						x	x
Decorating bulletin board	x			x	x		x	
Jungle Gym	x							x
April - Meeting			x				x	x
Writing "About Me"				x	x		x	
Dictionary				x	x		x	
Reading					x		x	
Math wkbk				x	x	x	x	
Meeting		x	x					x
Party		x	x					x
N. Amer. Animal Game (5)		x	x		x		x	x
Media Center		x	x		x			x

Hammer Hall products (Jan. - April):
None
Gym participation (3 weeks in March):
Gymnastics
Gymnastics
Gymnastics
Music participation (Jan. - April):
None
Books from library (1 week in March):
While Susie Sleeps
Special programs:
None
Classroom records (1 week in March):
Make 10, Uncle Wiggly, batik, writing, math, add on, space walk.

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	9	3	4
April, 1974	4	8	4

Standardized Tests
Metropolitan Reading Readiness: 89%ile
Excerpts from end-of-year report to parents:
Child comments: Special highlights = playground, lots of friends, math, reading, and script writing.
Teacher comments: Special growth = all academic areas, improved interaction skills. Areas to encourage = more creative writing, some planning skills.

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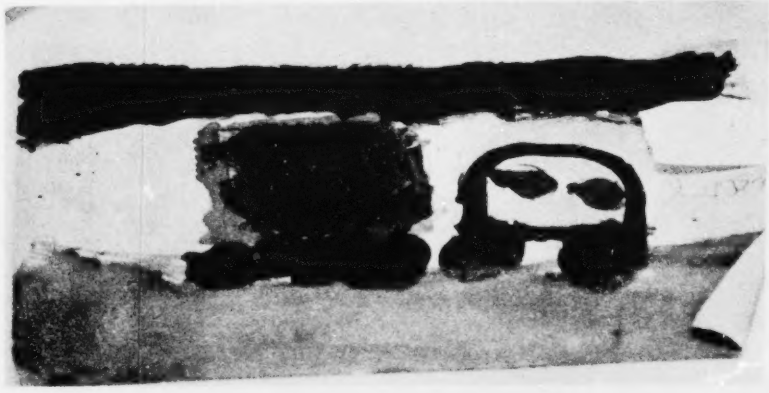
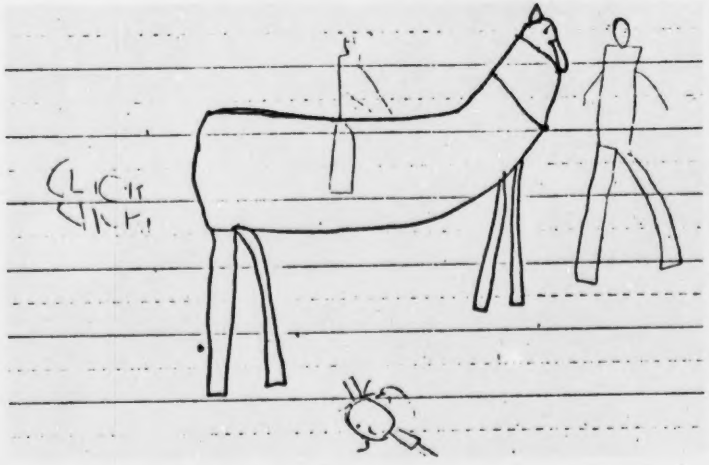
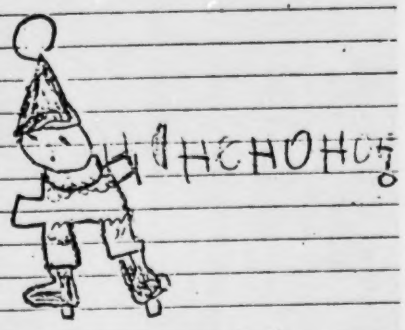




Santa Claus 11/17
Santa Claus gives toys to everyone. The reindeers went down to a house.



If I were taller, I would be able to reach high To shelfs

If I were shorter, I would be able to Squeze thorough little track

One thing I can't do very well is getting up veri fast. drowing Peoples fingers.

The thing I do best is math. writing. reading. making things. playing with friends

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C. TEN-YEAR-OLDS

1. _____, a ten year-old girl who has been at Marcy Open School for three years.

Goal-relatedness of activities during one day in October, 1973 and one day in April, 1974.

	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Others's rights
October - Meeting		x	x				x	x
Addition						x	x	
Gym		x	x					x
Reading		x	x		x			x
Yoga		x	x					
Group Discussion (6)		x	x	x			x	x
Math wkbk				x	x	x	x	
April - Reading					x		x	
Recordkeeping (4)		x	x	x	x		x	x
Reading					x			
Meeting		x	x				x	x
Mythology (9)		x	x		x		x	x
Reading					x			

Hammer Hall products (Jan. - April):
None
Gym participation (3 weeks in March):
Floor Hockey (3 times)
Gymnastics
Yoga
Basketball
Square Dancing (2 times)
Music participation (Jan. - April):
Movement
Books from library (1 week in March):
None
Special programs:
None
Classroom records:
None

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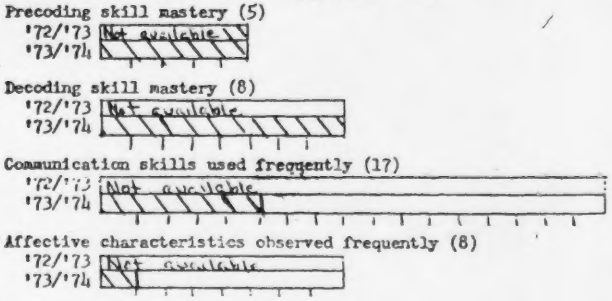
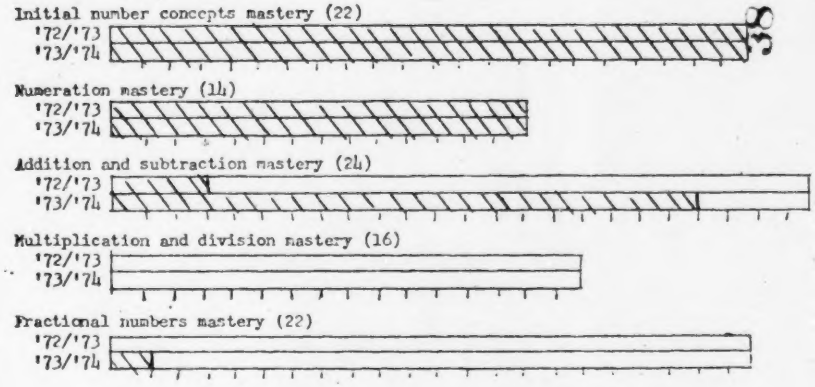
Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	8	4	4
April, 1974	7	6	3

Standardized Tests

Gates MacGinite	Vocabulary	Comprehension
'73	38%ile	48%ile

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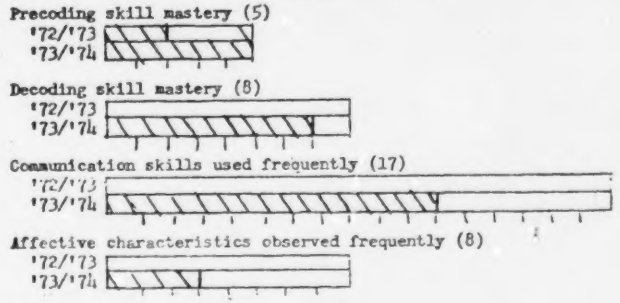
2. _____, a ten year-old girl who has been in Marcy Open School for three years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

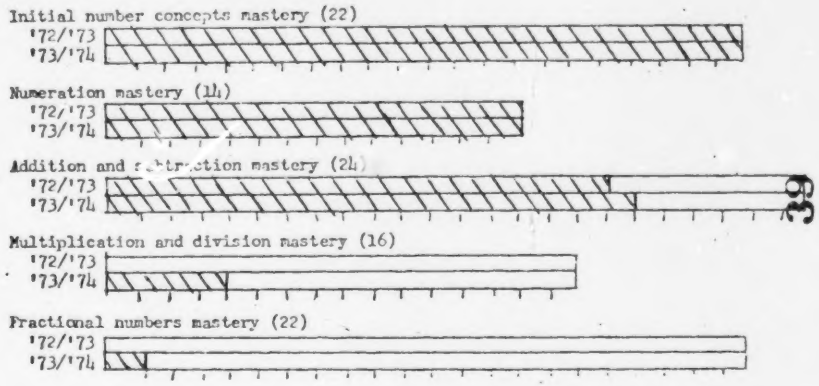
	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Con and Other's rights
October - Meeting			x				x	x
Random Reading (2)			x		x			x
Collage (4)	x					x	x	x
Pottery	x	x	x				x	x
Meeting		x	x				x	x
Reading					x			
April - Filmstrip (20)		x	x		x			x
Gym		x	x					x
Meeting			x					x
Painting (6)	x						x	x
Mini-kites (3)	x					x	x	x
Clean-up		x	x				x	x
Meeting		x	x					x
Math				x	x	x	x	
Spatter Painting (2)	x	x	x					x
Rough-housing								x

Hammer Hall products (Jan. - April):
None
Gym participation (3 weeks in March):
Square Dancing
Music participation (Jan. - April):
None
Books from library (1 week in March):
Mystery of the Haunted Pool
Special programs:
None
Classroom records (month of March):
Math, multiplication worksheets, Reading - Mystery of the Haunted Pool, Sneezy and Breezy, Writing - "All About Me", camping sheet, names booklet, "The New House."

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	1	5	10
April, 1974	1	4	11

Standardized Tests

Gates-MacGinitie	Vocabulary	Comprehension
'71	87%ile	91%ile
'72	79%ile	88%ile
'73	75%ile	53%ile

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3. _____, a ten year-old boy, who has been in Marcy Open School for one year.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Group Discussion (4)		x	x	x			x	x
Reading					x			
Creative Dramatics (8)	x	x	x					x
Meeting			x					x
Group Discussion (3)		x	x	x			x	x
Clean-up		x	x				x	x
Meeting on playground		x	x				x	x
Sing-a-long	x							x
Hammer Hall	x							x
Meeting		x	x				x	x
April - Meeting			x				x	x
Planning sheets				x	x		x	
Math wkbk (2)		x	x	x	x	x	x	x
Math wkbk with adults		x	x	x	x	x		
Gym		x	x					x
Silly Syntax (4)		x	x		x			x
Clean-up		x	x				x	x
Meeting			x					x
Monopoly (4)		x	x		x	x	x	x
Play Rehearsal	x	x	x		x		x	x
Random (5)								x
Writing (2)		x	x	x			x	x

Hammer Hall products (Jan. - April):
None

Gym participation (3 weeks in March):
None

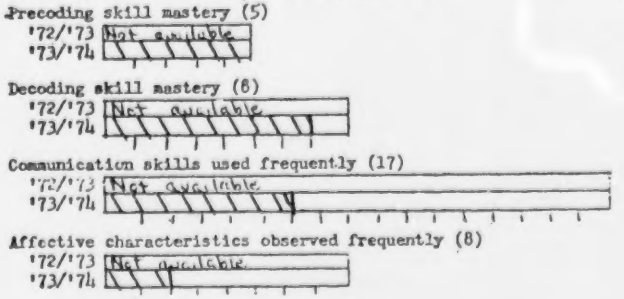
Music participation (Jan. - April):
None

Books from library (1 week in March):
Greatest Packers of Them All
American Indians, Yesterday and Today

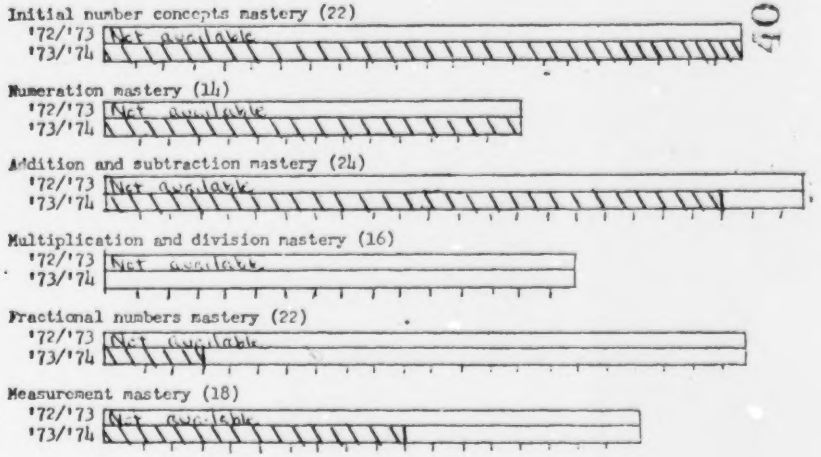
Special programs:
None

Classroom records:
None

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	11	4	1
April, 1974	Not available.....		

Standardized Tests

Gates MacGinitie	Vocabulary	Comprehension
'73	68%ile	91%ile

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4. _____, a ten year-old boy, who has been in Marcy Open School for three years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

	Goal 1						Goal 2	Goal 2
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Library (group)		x	x					x
Conversation (3)		x	x					
Painting	x						x	
Cleaning sand (1)								x
Making & serving refreshments (4)	x					x		x
Group Discussion (6)		x	x					
Random								
April - Meeting			x				x	x
Drawing	x							
Mixing water colors	x					x	x	
Meeting		x	x					x
Drawing (2)	x							x
Making get-well card (2)	x	x	x		x		x	x

Hammer Hall products (Jan. - April):
None
Gym participation (3 weeks in March):
Gymnastics
Box Hockey
Music participation (Jan. - April):
None
Books from library (1 week in March):
None

Special programs:
Special Education
Classroom records (1 week in April):
Blocks, puzzle, gerbils, hammer hall, trucks, cleaned cage, sports book.

Special education teacher's records:

Languaging - Last year we used a sight vocabulary approach as _____ was fearful of letters. This year a combination of Sullivan and Orton-Gillingham was used with limited success. He knows about ten letters and can sound out a few words.

Math - Used games, worksheets and manipulatives only ..... no math book or commercial programs. In the fall he knew numerals to 20 and could do simple addition and subtraction. He can now read and write any number to 1,000, carry and borrow in three places, and tell time to the minute - although he doesn't use his time skills outside of math class yet.

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Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	14	2	0
April, 1974	14	2	0

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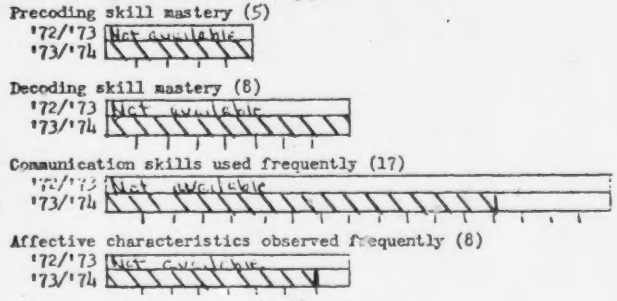
5. _____, a ten year-old girl, who has been in Marcy Open School for three years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

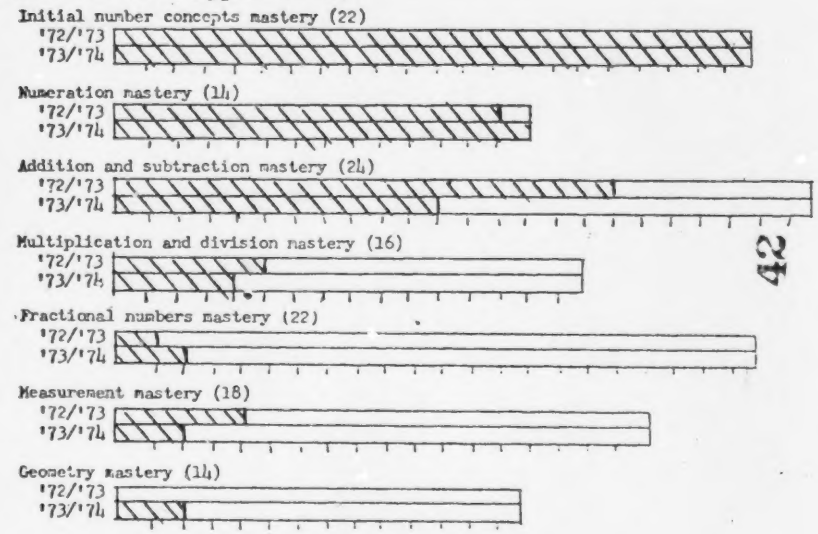
	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Absent on day of Observation								
April - Filmstrip					x	x		
Recordkeeping (3)		x	x	x	x	x	x	x
Meeting		x	x				x	x
Painting (6)	x	x	x				x	x
Clean-up		x	x					x
Meeting		x	x					x

Hammer Hall products (Jan. - April):
Box
Gym participation (3 weeks in March):
None
Music participation (Jan. - April):
Guitar
Super stars
Books from library (1 week in March):
How We Named Our States
Michigan
Special programs:
Small-group counseling (three sessions or more)
Classroom records (month of March):
Scavenger hunt, reading Me and Fat Glenda, report on Michigan, writing letter to Hawaii, working on story, 101 art projects.

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



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Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	1	8	7
April, 1974		2	14

Standardized Tests

Gates-MacGinitie '71	Vocabulary 41%ile	Comprehension 15%ile

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6. _____, a ten year-old boy, who has been in Marcy Open School for three years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Random								
Reading (2)					x		x	x
Creative dramatics (8)	x	x	x					x
Cutting paper	x		x				x	x
Clean-up		x	x					x
Meeting on playground		x	x					x
Sing-a-long	x							x
Hammer Hall	x						x	x
Reading					x		x	x
April - Meeting			x					x
Planning		x	x	x	x		x	
Pottery (4)	x	x	x				x	x
Reading					x		x	
Clean-up		x	x				x	x
Blocks	x					x	x	
Writing				x				

Hammer Hall products (Jan. - April):
- TV
- Table
- House window
- New floor
- Furniture
- Box

Gym participation (3 weeks in April):
- None

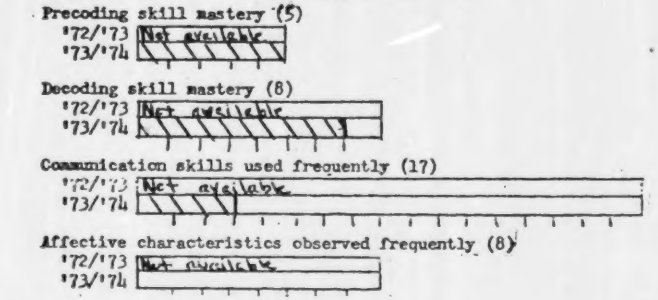
Music participation (Jan. - April):
- None

Books from library (1 week in March):
- None

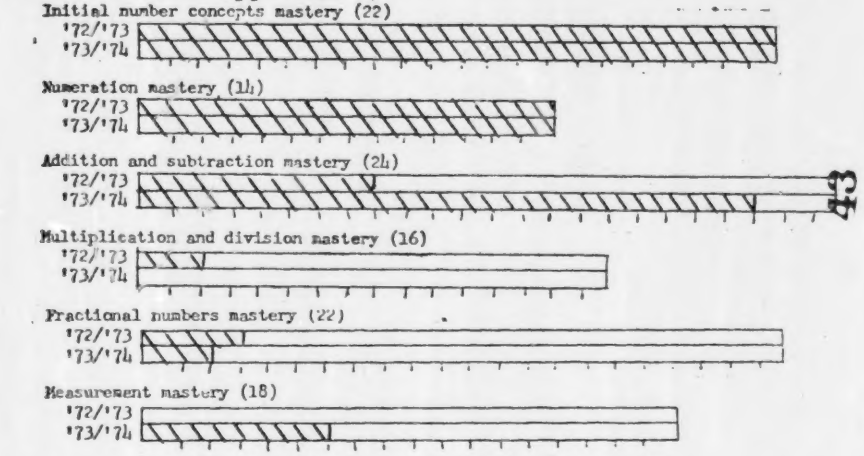
Special programs:
- None

Classroom records:
- None

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	0	7	9
April, 1974	Not available.....		

Standardized Tests

Gates MacGinitie	Vocabulary	Comprehension
'72	72%ile	45%ile
'73	42%ile	40%ile

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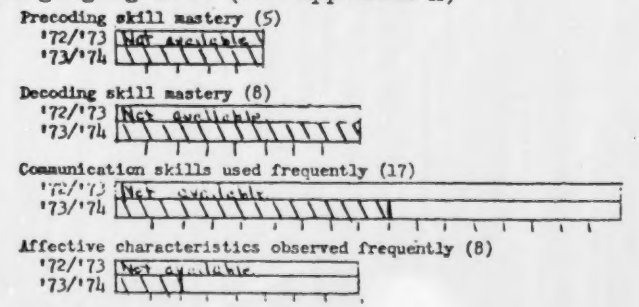
7. _____, a ten year-old boy, who has been in Marcy Open School for three years.

Goal-relatedness of activities during one day in October, 1973 and one day in April, 1974.

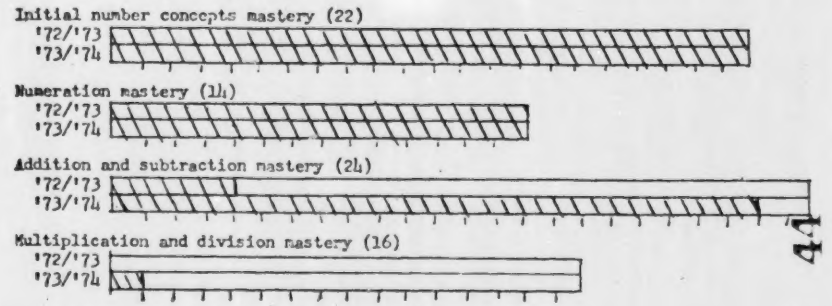
	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Electricity (3)		x	x			x	x	x
Electricity-train (3)		x	x		x	x	x	x
Pottery (3)	x	x	x				x	x
Meeting		x	x					x
Password (3)		x	x		x		x	x
Playground clean-up								x
Meeting		x	x					x
April - Gym		x	x				x	x
Dry ice exper.		x	x	x	x	x	x	
Clean-up		x	x				x	x
Gym		x	x				x	x
Meeting			x					x
Recordkeeping		x	x	x	x	x	x	
Math (3)				x	x	x		x
Random Clay (4)	x	x	x				x	x
Civil Defense Drill			x					x

Hammer Hall products (Jan. - April):
Mirror
Gym participation (3 weeks in April):
Floor Hockey - 4 times
Basketball - 3 times
Gymnastics - 4 times
Box Hockey - 1 time
Music participation (Jan. - April):
Virginia Reel
Books from library (1 week in March):
Coin Collector's Handbook
Witches, Wit and Werewolf
Catalogue of World's Most Popular ----
Special programs:
Tutoring
Classroom records: (Month of March):
Chemistry, chess, drawing, square dancing, media, gym, hammer hall.

Languaging Grid (see Appendix A)



Math Grid (see Appendix B)



Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	5	3	8
April, 1974	1	9	6

Standardized Tests

Gates MacGinitie	Vocabulary	Comprehension
'71	98%ile	92%ile
'72	56%ile	25%ile
'73	50%ile	9%ile

Excerpts from end-of-year report to parents:

Child comments: I've been involved in chemistry, Hammer Hall. I made a bunch of pots. I have read most of the books in the room. I've gotten interested in learning more about birds and in drawing them. I've learned what people like and don't like. I know that some of the people in the school aren't very nice... and some of the people are.

Adult comments: "___has grown in an understanding of himself and how he relates to others. He is developing well in physical movement.

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8.. _____, a ten year-old boy, who has been in Marcy Open School for three years.

Goal-relatedness of activities during one day in October, 1973, and one day in April, 1974.

	Goal 1						Goal 2	Goal 3
	Non-Verbal	Speak	Listen	Write	Read	Math	Taking Responsibility	Own and Other's rights
October - Meeting		x	x				x	x
Reading (2)		x	x		x			x
Gym	x	x	x				x	x
Random								
Group Discussion (8)		x	x	x				x
Tutoring		x	x	x			x	
Reading					x		x	
Meeting		x	x		x		x	x
April - Absent on day of observation								

Hammer Hall products (Jan. - April):
None
Gym participation (3 weeks in April):
Basketball
Floor Hockey
Music participation (Jan. - April):
None
Books from library (1 week in March):
None
Special programs:
Special education
Classroom records:
None

Special education teacher's records:

Languaging - _____ has been working with the materials sent from the Prescriptive Center at Dowling. He has been using the Michigan Language Program and has built up a small sight vocabulary. He has also practiced his handwriting and learned to write his name and address. He does Ideal and Dolch crossword puzzles with the aid of his teacher and has a functional word list that he has started to learn.

Math - In math _____ uses a self-instructional book that accompanies a machine. He has learned about sets, can add and subtract combinations through eighteen and has been exposed to the "times" sign. This is carried out through programmed cards. He has a little sense of the clock; the hours and the half-hours.

45

Affective Grid (see Appendix C)

	Left-of-Center	Center	Right-of-Center
November, 1973	13	3	0
April, 1974	7	7	2

Standardized Tests

Gates MacGinitie	Vocabulary	Comprehension
'71	1%ile	1%ile
'72	4%ile	29%ile

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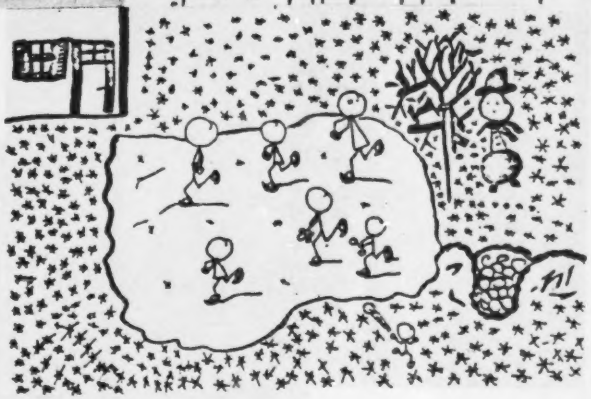
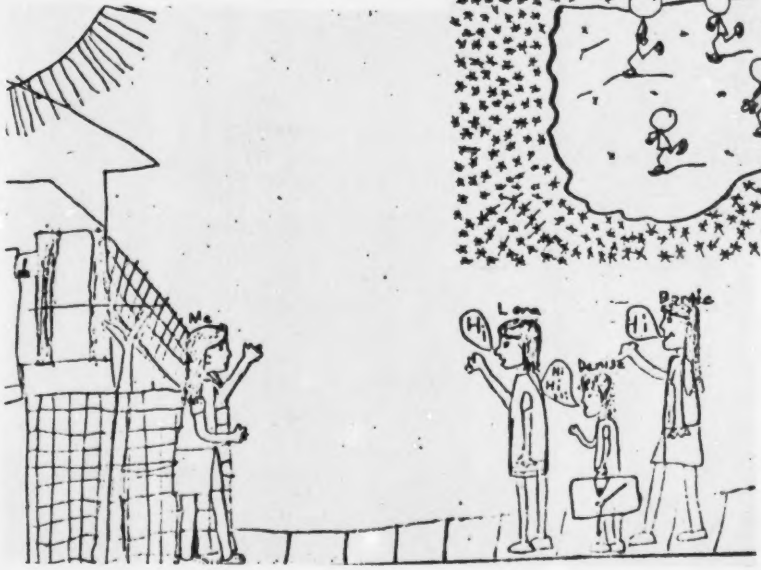
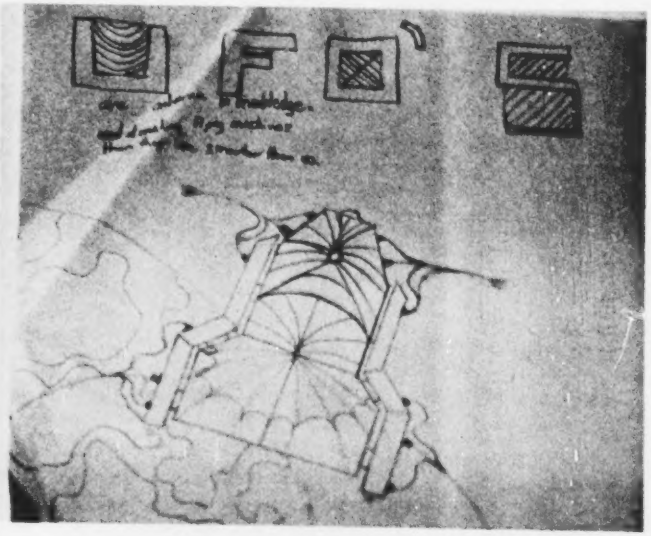
WORK OF TEN-YEAR-OLDS







D. SUMMARY FOR TOTAL SAMPLE OF CHILDREN

This section of the report will summarize in quantitative form the information available for children in all age-groups of the sample.

1. Interest Center Records: Records of children's involvements and products in interest centers are summarized in Table 9. It is important to keep in mind that these figures reflect only the option times, when children have a choice about their involvements in centers. These do not report the activities which take place approximately once a week for each center when entire classrooms participate in center activities.

Table 10. Summary of interest-center products and involvements of total sample of children.

Age-group	# in Sample	# Children with Hammer Hall products (Jan. - April)	# Children participating in gym options (3 weeks in March)	# Children participating in music options (Jan. - April)	# Children with books from library (1 week in March)
5 year-olds	10	40% (4)	20% (2)	0% (0)	50% (5)
6 year-olds	6	33% (2)	66% (4)	6% (1)	33% (2)
7 year-olds	7	60% (4)	30% (2)	30% (2)	70% (5)
8 year-olds	7	70% (5)	60% (4)	60% (4)	60% (4)
9 year-olds	9	45% (4)	30% (3)	30% (3)	100% (9)
10 year-olds	8	40% (3)	60% (5)	2% (1)	50% (4)
11 year-olds	8	40% (3)	90% (7)	25% (2)	75% (6)

2. Skill Records: The languaging and math grids are summarized according to the average number of skills mastered or used frequently by the children in the sample according to records from '72-'73 and '73-'74. Affective grids are summarized for the two recording dates during school year '73-'74: November and April.

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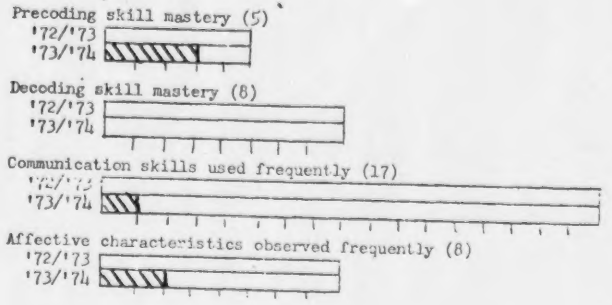
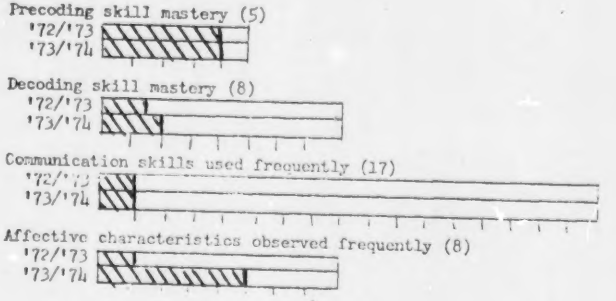
Languaging Grids

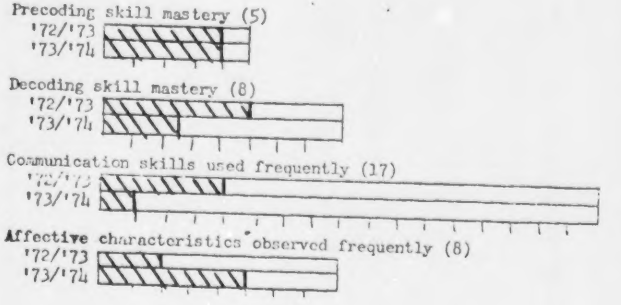
Five year-olds



Six year-olds



Seven year-olds



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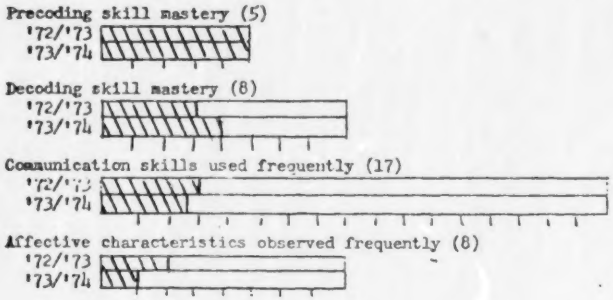
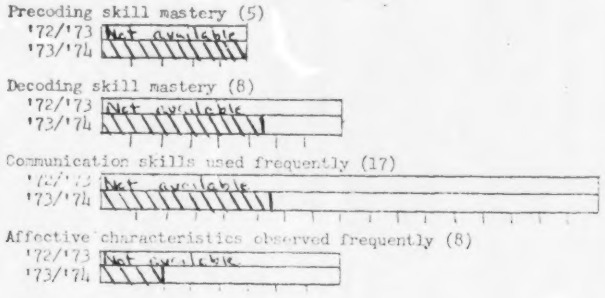
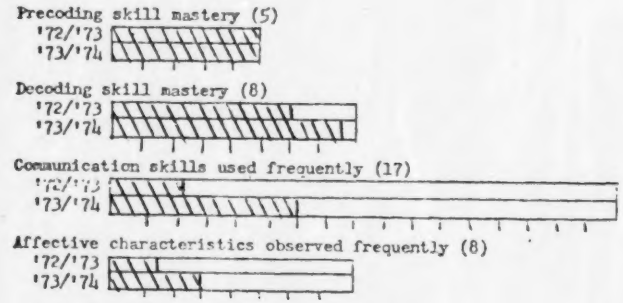
Eight year-olds



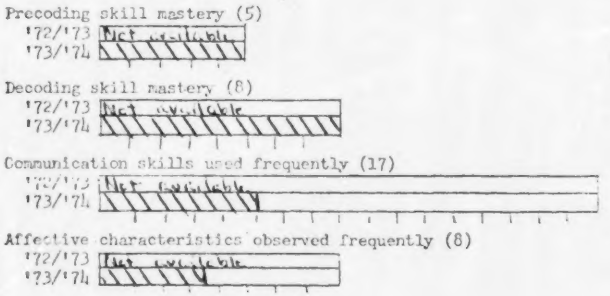
Ten year-olds



Nine year-olds



Eleven year-olds



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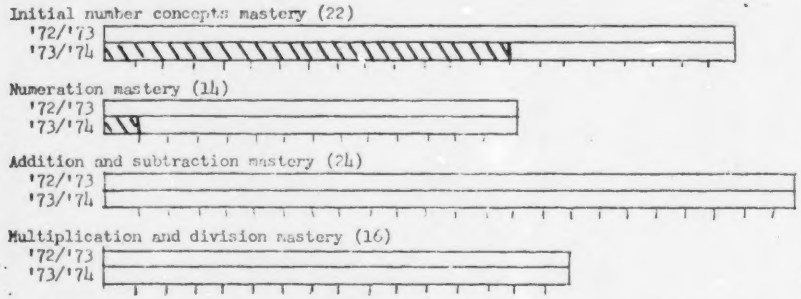
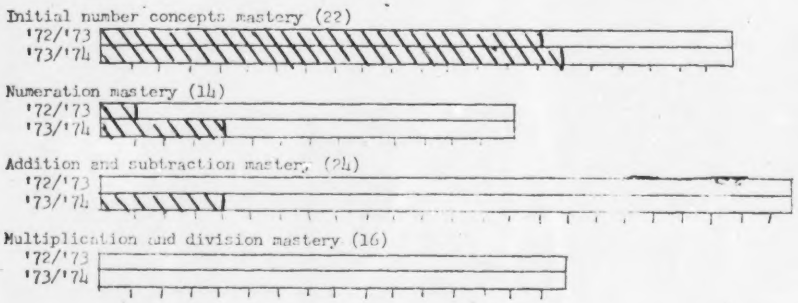
Math Grids

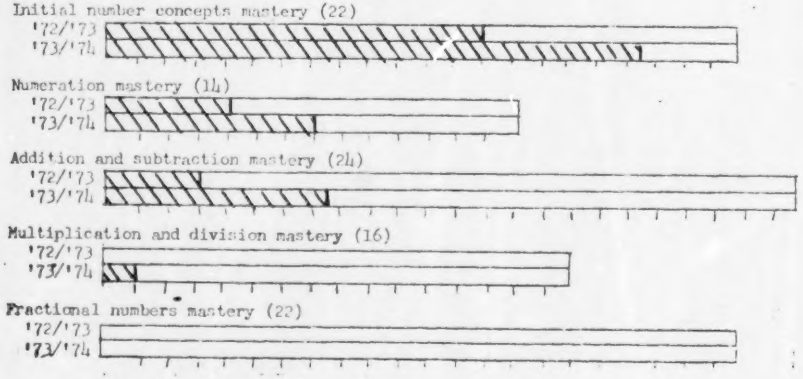
Five year-olds



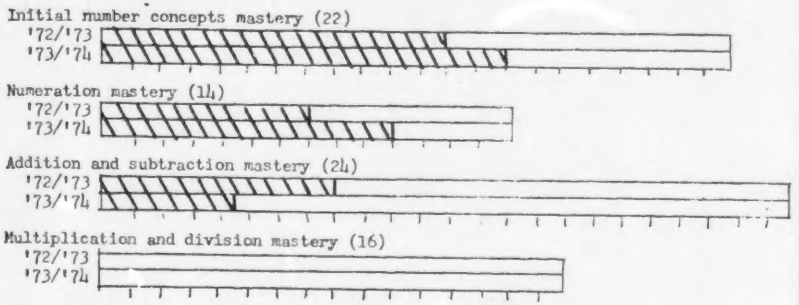
Six year-olds



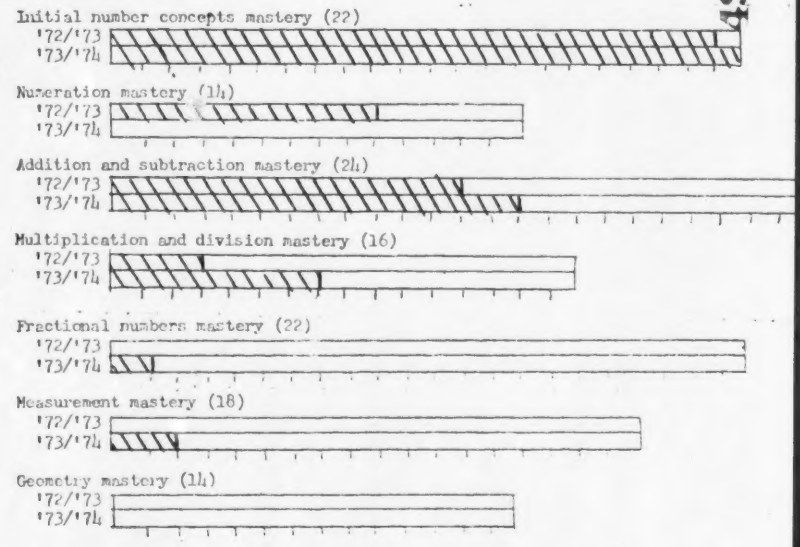
Seven year-olds



Eight year-olds



Nine year-olds



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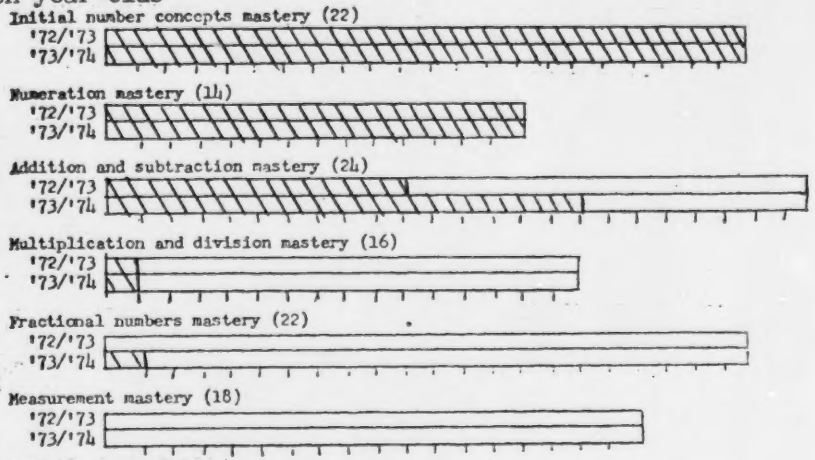
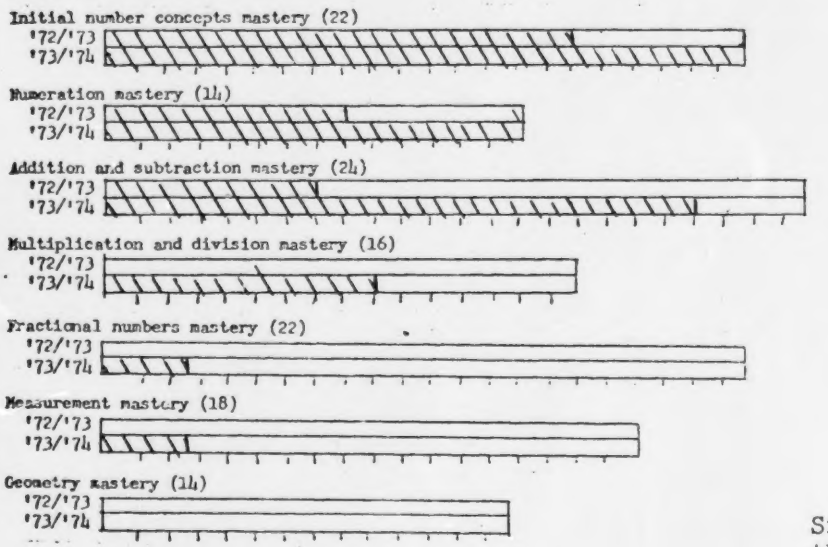
Math Grids (continued)

Ten year-olds



Eleven year-olds



Affective Grids

Five year-olds

	Left-of-Center	Center	Right-of-Center
November, 1973	8	3	5
April, 1974	6	4	6

Six year-olds

	Left-of-Center	Center	Right-of-Center
November, 1973	8	3	5
April, 1974	4	4	8

Seven year-olds

	Left-of-Center	Center	Right-of-Center
November, 1973	8	4	4
April, 1974	3	6	7

Eight year-olds

	Left-of-Center	Center	Right-of-Center
November, 1973	7	3	6
April, 1974	10	2	4

Nine year-olds

	Left-of-Center	Center	Right-of-Center
November, 1973	4	3	9
April, 1974	7	2	7

Ten year-olds

	Left-of-Center	Center	Right-of-Center
November, 1973	6	4	6
April, 1974	5	5	6

Eleven year-olds

	Left-of-Center	Center	Right-of-Center
November, 1973	5	5	6
April, 1974	3	6	7

Since the age-level groupings refer to age during the 73/74 school year the 72/73 graphs for children one year older are actually for students the same age. Thus, comparisons between graphs on this basis provides some indication of the consistency of skills mastery across school years.

My comments on the data need to be preceded by a reiteration of some of the statements on Page 2 of this report. It is not the task of the evaluation or of the evaluator to judge the adequacy or success of the school or of the children. Such judgements must be left to the reader, to be made on the basis of his own values and perspectives. The following comments, therefore, are intended to raise issues which I believe should be dealt with or at least of which school decision-makers should be aware. In some cases, I state several possible conclusions. Deciding which of these conclusions or suggesting other possible conclusions which are appropriate for the direction of the school, or dismissing the importance of the issue altogether, is the responsibility of the school participants.

A. Comments on Environment Data:

Examining the information on pages 5 through 18 of this report reveals that all three goals have been facilitated by the school. Arrangements of time and space and selections of materials and activities all create an environment which consciously allows learning experiences for children in the three goal areas being evaluated.

Should more be provided? Is it legitimate to label Monopoly as a math activity? How much choice leads to taking responsibility? It is the responsibility of staff and parents to answer these questions. Prospective parents and staff might also assess the appropriateness and adequacy of the goals and environment, as presented here, in terms of their own values and life styles.

The tables and maps on pages 5 through 18 indicate that the various aspects of the environment speak to a multiplicity of goals. The classroom and interest center arrangements relate to several goals at once. Activities and materials most often provide experiences for children which combine several areas of desired learning.

The children's interviews, however, reveal some children's perceptions which call into question statements that Marcy has integrated its curriculum. Four trends emerge from the charts on pages 20 and 21 when put together with similar charts from the other eight classrooms. (As indicated earlier, these are available in a separate report).

1. Most rooms have one period of the day when reading, writing, and math are "required" activities. In all such cases, the children state the terms reading-writing-math with a sense of closure...of their forming a separate entity in themselves. They see them as being "subjects" or as something apart from other learning.

The activities which children see as being appropriate under those labels are often much broader than the traditional textbook-workbook choice, but they do, nevertheless, see those areas as being "subjects."

It appears to me that this is in contradiction with many public statements issued by the school about integrated curriculum, such as "reading and math are not taught as separate subjects but are an integrated whole in the child's learning." (Marcy's Language Arts Program"). The contradiction needs to be examined - with several conclusions possibly emerging. I see three possible conclusions:

a. Integration is important for much of the day, but there also need to be times set aside for teaching skills as "subjects." Thus the program would remain essentially the same, but the public statements on integrated curriculum should be changed.

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b. Integration is an ideal toward which the school is aiming, but traditional training of teachers and traditional expectations of parents make this a long-term process. Thus, the program may need to look at ways of moving away from the current subject-orientation and the public statements should be changed to reflect the on-going growth in this direction rather than stating integration as being an accomplished fact.

c. The information which emerges from the interview and observations is inconclusive and should be examined and expanded.

Again, the issue is not one of whether activities speak to a multiplicity of goals. As stated earlier, the data clearly shows that they do. The issue is, however, that children's responses to interview questions suggest that, in their minds, basic skills are separate subjects.

2. In most cases there is a high degree of consistency between children's verbalizations, as revealed in the interview, and their actual behavior, as revealed in the observations. That is, if they said that they could do reading, writing and math and that those involved books and papers, those tended to be the activities which they, in fact did do. If they said that they could do all kinds of things like play with trucks, sand, do art projects, play games, go to centers, and a wide variety of activities, those wide variety of things tended to be, in fact, what they did do. It is important to reiterate that approximately three to four weeks elapsed between the observations and the interviews. Thus, this consistency appears to hold over time.

There are some inconsistencies between the teacher's and the children's perceptions. In some cases the teacher indicates that it is appropriate to go to interest centers during a particular time period. The children interviewed did not verbalize that as a possibility nor did they actually behave in that way. The larger inconsistency emerges as the teachers sometimes report a much wider range of possible activities-particularly under the categories of reading, writing, and math-than children either report or practice. This is not to suggest that none of the children in a classroom understand the possibilities which are open to them, as only about 20% of the children are included in the interviews. It cannot be denied, however, that at least some of the children are not understanding that the range of activities are possible which the teacher reports. There are several possible reasons for the discrepency. I suggest two possible reasons:

a. The teacher does desire the wider range of activities, but needs to find ways of better communicating and reinforcing this expectation to all children.

b. The teacher makes one kind of public statement of expectation, but in fact is uncomfortable with practicing those expectations. The reasons for the discomfort need to be examined so that she/he can be open about honest expectations.

4. The series of charts on each room clearly show that different degrees of structure are implemented in the various classrooms in the school. These variations are in terms of the breadth of acceptable activities during various parts of the day and in the kinds of activities which are made available for children in various rooms. The school's emphasis on personalization of curriculum and acceptance of various teaching and learning styles would indicate that these variations are healthy.

The second half of the interview also shows some interesting things about children's perceptions - this time in how they see the contributions which various people make toward the classroom environment. Table 8, page 22, shows a fairly consistent direction of

positive contribution moving from child to teacher to peers, with a smaller gap between contribution of the child and the contribution of the teacher than between contribution of the teacher and the contribution of peers. This is certainly in line with public statements by the school which voice a commitment to children and teachers both contributing and determining the academic and social setting of the school. However, the low contribution of peers may be worthy of further consideration.

B. Comments on Children's Data:

1. Six Year-Olds - Generally, activities of all children relate to all the goals. The bar graphs on the languaging grids show that at most a child gained two skills and at worst a child lost mastery of four skills over the one year period. Fairly consistent growth is evident on math grids as is a movement from left to right on the affective grids.

It is interesting to look at the profiles on particular children. The six year-old girl described on page 27 raises possible questions. There is no evidence of participation in interest centers during option time, but she has participated in many activities in the classroom. She has a relatively high standardized test score, but has mastered the fewest skills of all the six year-olds in the sample on the languaging grids.

The six year-old boy described on page 29 shows some growth in languaging and relatively great growth in math and affective. The affective growth may be related to his participation in small-group counseling.

2. Ten Year-Olds - Overall, these profiles show very little mastery in division and multiplication on the math grids (an average of 15 skills is mastered). Is that a comfortable level for children of that age?

Unfortunately most languaging grids for these children were not available from the "72-"73 school year, so levels of growth cannot be seen. Most have, however, mastered all precoding and decoding skills by the end of school year "73-'74. Activities of all of these children also relate to all the goals being studied.

3. Total Summary - Table 10, page 41 does not reveal any clear-cut lines with regard to participation of children in interest centers. The range is from 0% (five year-olds in music) to 100% (nine year-olds with books from the library). Five year-olds tended to participate less, but this is not always true.

Hammer Hall ranged 33% (six year-olds) to 70% (eight year-olds)
Gym ranged from 20% (five year-olds) to 90% (11 year-olds)
Music ranged from 0% (five year-olds) to 60% (seven year-olds)
Library ranged 33% (six year-olds) to 100% (nine year-olds)

Information not included in this report shows that participation spreads evenly in all centers for both boys and girls.

It is unfortunate that languaging grids are not available for '72-'73 for ten and eleven year-olds. The bar graphs show that in almost all age levels and for all skill categories, mastery is not as high in April '74 as for children one year older in May '73. A lack of growth is apparent for seven and eight year-olds.

All precoding and decoding skills are mastered by age eleven. Frequency of affective observations are relatively high for six and seven year-olds and drop to lower levels for older children.

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The math grids show a consistent growth for all ages in all skills, with the exception of eight year-olds in addition and subtraction. A leap of growth is evident for 11 year-olds. Mastery is higher for age categories at the end of '73-'74 than for children one year older at the end of '72-'73. The exception is eight year-olds who are behind where nine year-olds are last year. There appears to be inconsistency in mastery of multiplication and division skills across the various ages.

Affective bar graphs show a growth from left to right for all ages, except eight and nine year-olds who moved in the opposite direction.

4. These trends raise some interesting questions about the growth of skill mastery and the recording of that growth on the grids. It is not known whether the growth or lack of growth which is summarized here is, in fact, known by the classroom teacher. To what extent do the teachers have ready ways of comparing grid masteries over the two year period? Assuming that it is a child's growth, rather than his/her achievement of some set standard for his age level, that is important, then it is important that the teacher, the child, and the parent be able to see that growth.

Clearly, growth is visible in ways other than grid recordings. Informal observations of activities by parents and teachers and a sense of accomplishment by the child himself or herself are most important indicators. If the grids are useful, however, then is that information easy to see from year to year?

A question might also be raised about the grids themselves. Are the recordings of mastery accurate? Are the grids sufficiently objective to be able to draw conclusions from year to year as the teacher making the recordings changes? If not, then of what value are the grids?

A look at the recordkeeping grids also relates to the questions of integration. Goal 1 states "We want girls and boys to speak, listen, write, read and deal with mathematical concepts effectively and confidently." The wording of the goal places value on kids knowing languaging skills and being able to use them. The languaging grid reflects both of these. The first two sections of the grid list reading skills: precoding and decoding. The second two sections list uses of communication skills and areas of confidence and enjoyment in the use of languaging processes.

The second half of Goal 1 which speaks to the area of math purposely uses the phrase, "deal with mathematical concepts". That phrase means the patterns, symmetry, and flow of the world in contrast to a narrow interpretation of math as beinga series of calculation skills. This broad interpretation of mathematics is not, however, reflected in the math recordkeeping grid. Through a series of seven categories of various types of calculation skills, a child's progress in "dealing with mathematical concepts effectively and confidently," is reduced to his mastery of specifically-defined skills. Thus, the math grid does not reflect the values represented in the goal statement in the same way as does the languaging grid. I believe there should be a serious consideration of the implications of this discrepancy.

C. Suggestions for Action

The previous pages raise the following issues which I believe to deserve staff and parent consideration:

--Integrated curriculum.
  What is it?
  Does Marcy have it?
  Does Marcy want it?
  What public statements does the school make about it?

--Contribution to environment.
  Do the children's interview responses (Table 8) reveal a comfortable distribution?
  Does the distribution suggest any need for change?
--Recordkeeping grids.
  Are they sufficiently objective to make comparisons?
  Is the math grid sufficient to reflect the math grid?
  Do teachers currently see grids from previous years?
  Is it important that they do so?
--Skill growth and activities.
  Are school participants comfortable with the growth reflected on various record-keeping grids?
  Are they comfortable with the range of activities in which children are participating?
--Interest centers.
  Do the records reveal a comfortable level of child-participation?
  Are the records sufficiently extensive to make such a judgment?

In addition, I would strongly urge that readers examine the report for areas of interest which I have not identified here.

D. Final Comments

A school is a culture. Marcy Open School is a culture. To reflect the school in any written document is an impossible task. This evaluation does, however, attempt to reflect what the school does for children. As a growing, evolving institution, it is hopeful that the school can be aware of its strengths and weaknesses in a more self-conscious way and, therefore, change in ways which may be more appropriate to the goals of the participants. It is hoped that this document can provide information that will serve as a link in that process.

VII- MARCY REACTIONS

In May, 1974, the Marcy Advisory Council and staff received a preliminary copy of the infomation in this document. A panel of parents and staff reacted to it and a general discussion followed. The report has now been referred to the Evaluation Committee (a standing committee of the Advisory Council) for more detailed consideration of program implications.

For the purposes of this document the evaluator sought a written response from Marcy. Time prohibited putting together a collective response so, in conference with the principal, Glen Enos, a procedure was decided upon.

The following people were given a draft of this document and were asked to write their comments and reactions: Jack Arnold, teacher aide
Launa Ellison, intermediate teacher
Peggy Hunter, primary teacher
Jay Scoggins, primary teacher
Jim Smith, parent
Timi Stevens, parent
Bill Stockton, a parent and chairperson of the Evaluation Committee, then summarized those reactions. It is expected that further consideration will be given to the information in the document throughout the next school year.

Bill's compilation and summary follows:

The reactions of Marcy folks to this report ranged from a Socratic dialogue, in which the "puzzling premise" of accountability and the "elusive concept" of "integration" were cooly considered - to an angry, principled inattention to the contents. In the presence of such diversity one doesn't summarize but gives thanks that only six were consulted. The following comments attempt to describe the variety of reactions.

Perhaps the only generalization warranted is that the four staff members and two parents focused on the introductory and summary remarks of the evaluator. Little was said directly about the data presented.

Staff members seemed most concerned about the evaluator's comments concerning the question of "integration" of reading writing and math into the curriculum. Two agreed that the integration was an ideal toward which they wished to struggle. Another suggested another interpretation of the special treatment of these skills in the school. "I believe integration of contents is crucial in motivating and practicing. I, just as strongly, believe the understanding of the mechanics of a skill needs separately defined time. A child intensely involved in a project cannot cope with the slowness of figuring through a new skill. Likewise s/he cannot focus on both the skill understanding and it's purpose -- it's meaning in the project, at the same moment." The staff who commented on the issue seemed to agree that the integrated curriculum is very much a part of their concern and ought not be abandoned.

A parent, in the context of a dialogue, seems to agree:

A: Come on; the subjects are still identifiable. There is still deliberate instruction in subject skills, like arithmetic.

Z: Yes, and when that happens, 'integration' is not as thorough-going as we might have been led to think.

A: Are you suggesting that deliberate instruction in skills <u>cannot</u> be integrated?

Z: Right. At least in the same way that the items, say in the languaging grid can be integrated.

A: But then, perhaps it shouldn't be. The subjects, after all, are often separate entities in their own right, as for example, occupational fields and children need to see this. And, as the evaluator's comments show we are still prone to the judgment that perhaps we should be uncomfortable with signs of low achievement in subject matter skill areas.

(I'd leave it to you to decide which side the parent stands on the issue but you'd need the whole script. My suspicion is that he identifies with both characters, an ambivalence shared by most who commented on "integration".)

Another teacher suggestion related to the problem of integrating mathematics. "I would prefer to see the math grid far less specific and better related to our goals in indicating the child's use of math concepts and his feeling of confidence in using them." In addition the same grid should be used over a period of years instead of starting a new chart each year. It would then be possible to better chart the growth of each student. There was a call for easy, helpful recording systems so that teachers don't try to keep too much in their heads. This would help both for evaluation and for communicating with parents.

One teacher commented on the need she felt, given the evaluation results, to communicate "a wider range of activities while at the same time developing the child's skill in choosing activities that are appropriate for continuing his growth in learning." All but one of the staff members responding seemed to find information in the report that was personally useful calling attention to real needs. A parent also commented on the usefulness of the evaluation report to the staff. Compared to the type of evaluation done in previous years, this general approach seemed most likely to serve the staff in preparing for the period when federal funding stops. If regular procedures can be built into staff routines, then evaluation can continue after the evaluator departs. It was felt that this is more likely to result from the type of evaluation reported here than from the less systematic, problem specific approach used earlier.

Two responses, a parent and a teacher, raised questions fundamental to the whole evaluation report. The teacher refused to attend to the report because he believes it is impossible to describe the diversity of Marcy. In fact he believes that the same goals cannot be used in the evaluation of the efforts of all teachers, as each teacher proceeds differently from different goals as individuals and any report which attempts to generalize will inevitably distort. He feels, "on soft ground when it comes to describing our situations as an all together whole."

The parent's quarrel, or puzzlement, was with the notion of accountability which guides the evaluator's efforts. The thought that the school "should not be held accountable for what each child learns" is "puzzling because the environment created at Marcy certainly involves learning. Yet here we see it maintained that in a dialogue between "A" and "Z", the matter is debated. In the end the matter remains elusive but judgment is withheld. Certain uneasiness is suggested in the dialogue that the relationship between the learning environments created by teachers and the learning that results, is not brought into clearer focus.

More could be said about these reactions to the evaluation report but not without defeating the purpose of a summary. It can clearly be said that the report had an effect on those who read it (and only one reported headache!)

APPENDIX

APPENDIX A

MARCY STAFF

Principal:	Glen Enos
Counselor:	Shirley Holdahl
Primary Teachers:	Peggy Hunter Marcia Hudson Carol Yoder Beth Mackey (till 4/15/74) Marilyn Risnes Greg Krueger Jay Scoggins (after 4/15/74)
Intermediate Teachers:	Martha Gerritz Trudie Gustad Launa Ellison Mary Lou Hartley
Special Education:	Harriet Capetz Nancy McKinley
Librarian:	Hazel Gregory
Gym:	Sue Thomas
Hammer Hall:	Stan Baird
Music: (part-time)	Lynn Wagenhals
Pottery: (part-time)	Pete Lee
Orchestra: (part-time)	Robert Prosser
Social Worker: (part-time)	Janet Anderson
Internal Evaluators assigned to Marcy:	
Evaluator:	Ruth Anne Aldrich
Community Day: (part-time)	Sydney Anne Hoppe
Teacher Center Program Development Specialist assigned to Marcy:	Diane Lassman (part-time)
Language Specialist: (part-time)	Joyce Anderson
Math Specialist: (part-time till 5/1/74)	Jane Gawronski
Speech Therapist: (part-time)	Kathleen Hendrickson
Language Tutor: (part-time)	Eve Johnson
Community Resources Volunteer Coordinator:	Judy Farmer
Community Day Developer:	Matti Marrow (after 2/4/74)
Clerks:	Jan Shaleen Pat Capra
Engineers:	Vern Danger Ben Schultz
Aides:	Full time: Carol Rasmussen Part-time: Cheryl Larson Pat Hallin Jack Arnold John Killam Elsie Charlton Mary Kay Dooley Cynthia Priadka Jon Seng Sharon Praml Jean Hammik Ginny Latts Jay Scoggins (till 4/15/74)

APPENDIX B

MARCY LANGUAGING GRID

I. Precoding skills
II. Decoding skills
III. Language experiences (communication skills)
IV. Affective observations

I. Precoding skills

Alphabet
Words, letters, sentences
Directional concepts
Same-different
Follow directions

II. Decoding skills

Beginning consonants
Blends and digraphs
Vowel sounds
Word endings
Sight words
Syllables (number of)
Syllables
Inflectional endings and simple affixes

III. Communication skills

Uses speech as a substitute for body action.
Speaks freely and is able to communicate clearly.
Is able to represent things he/she has done, trips taken, things seen, through drawings, paintings, speech and writing.
Spoken and Written
Partitcipates in creative dramatics, uses spoken and written language to fantasize, play, create stories, plays, songs, recordings, films, video tapes.
Spoken and Written
Uses spoken and written language to solve problems.
Spoken and Written
Uses language to reason logically.
Has the ability to use group discussion skills effectively.
Uses idiomatic expressions, figures of speeck, metaphor, analogy, and understands how they're used.
Spoken and Written
Uses spoken and written language for scientific records, reports, work plans, graphs, charts.
Spoken and Written
Has the ability to adjust discourse to the situation.
Uses the library effectively for both pleasure and information.

IV. Affective Observations

Has confidence in ability to communicate. Spoken and Written
Enjoys using language, learning about it. Spoken and Written
Enjoys reading for pleasure and information. Pleasure and Information.
Has the ability to use language to express feelings.
Spoken and Written

APPENDIX C

MATHEMATICS MONITORING CHART

A: Initial Number Concepts
B: Numeration
C: Addition and Subtraction
D: Multiplication and Division
E: Fractional Numbers
F: Measurement
G: Geometry

○ : exposure
⊗ : mastery

A	B	C	D	E	F	G
setting	numerals to 10	no. line	subset	name	money	shapes
comparison	symbols	sum, addend	no. line	number line	money	lines
shapes	fractions	facts to 9	arrays	ordering	time	linesegment
patterns	numerals to 100	ineq. to 9	x facts	renaming	time	polygons
position	counting by 10	families to 9	repeated +	reducing	calendar	closed
1-1	no. line	story prob. to 9	2,3 digit x 1 digit	renaming	calendar	angles
less than	sequences	+ - facts to 9	missing factors	+ -	temperature	symmetry
counting to 10	counting 2,3,5	comm.	2 digit x 2 digit	L.C.M.	C F	circles
numerals to 10	expanded notation	inverses to 5	com. & assoc.	L.C.D.	linear	lines
ordering	numerals to 1,000,000	inverses to 18	+ 10	+ -	linear	planes
cardinal no.	rounding off	missing addends to 9	repeated -	x	volume	polygons
+	Roman numerals	missing addends to 18	prime no.	x	volume	angles
-	expanded notation	100 $\pm$ facts	facts x ÷	÷	weight	solids
ordinal no.	digit value	story problems to 18	factoring	÷	area	solids
measurement		3 or more addends	3,4 digit ÷ 2 digit	decimal	rate	
time		+ - to 100	x ÷ story problems	decimal	conversions	
money		associative				
vocabulary		+ - 2 or 3 digits				
volume		regrouping				
		horizontal				

APPENDIX D

AFFECTIVE INVENTORY

1.	Awareness of self	Unable to recognize true feelings and meaning of behavior.	Conscious of feelings and meaning of behavior.
2.	Sensitivity to others	Acts only to fulfill own needs.	Concerned about others and modifies behavior accordingly.
3.	Creativity	Conforms to standard procedures in use of knowledge and media.	Uses knowledge and media in unique and interesting ways.
4.	Receptivity	Defensive and highly Threatened by new experiences.	Highly open to one's own and other's experience.
5.	Flexibility	Constrictive control of self; rigid.	Flexible; easily modifies his behavior to meet change.
6.	Self-confidence	Meets inner needs by inapprcpriate external demands.	Highly developed appropriate coping behaviors in meeting life's demands.
7.	Self-discipline	Meets inner needs by inappropriate external demands.	Highly developed appropriate coping behaviors in meeting life's demands.

8.	Independence	Very dependent; needs very much direction and support.	Self sufficient; minimal dependence on physical and social environment.
9.	Tolerance for ambiguity	Seeks definiteness in all things.	Adjusts easily in unclear situations. Can accept value or factual conflicts.
10.	Persistence	Gives up very easily.	Firm, very persevering.
11.	Openness	Reveals very little about personal feelings and thoughts.	Reveals a great deal about personal feelings and thoughts.
12.	Toleration of others	Completely rejects people who are different.	Recognizes and accepts individual differences.
13.	Social relationships	Few friends, solitary.	Seeks social contacts; has many friends.
14.	Friendliness	Reserved	Outgoing.
15.	Power	Manipulative, concealing.	Influential; open.
16.	Interest in academic learning	Not much	Very actively interested.

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